DOCUMENT RESUME

ED 055 300 CG 006 683

AUTHOR	Hardie, Virginia S.; Anderson, John R.
TITLE	College Students: A Revealing Comprehensive Seven-Year Study of 1106 University Freshmen Attrition, Graduation, and Followup.
INSTITUTION	Clemson Univ., S.C.
PUB DATE	Aug 71
NOTE	134p.; Paper presented at American Personnel and Guidance Association convention, Atlantic City, N. J., April 4-8, 1971
AVAILABLE FROM	Counseling Center, Clemson Univ., Clemson, S.C. 29631 ($2.00)
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	*Academic Achievement; Academic Standards; Admission (School); *Admission Criteria; *College Students; Graduation; *Student Ability; Students

ABSTRACT

College Entrance Examination Board Scholastic Aptitude Test decile scores for 1106 university freshmen compared (annually for 7 years) with student achievement, attrition, and graduation showed positive correlation for some academic majors and correlations only at the extremes for other majors. Two hundred, or 36% of all drop-outs, were apparently capable of succeeding in college, and, except for a relatively few outstanding students, achievement was found to represent, in effect, a pass-fail system. After 7 years 539 or 48.7% of the entering group were graduated, 555 or 50.2% were lost by attrition, and 12 or 1.1% were eligible to continue. A follow-up questionnaire showed that 59 or 5.3% of the entering group were graduated from other 4-year colleges and a projection technique indicated that a total of 160 or 28.8% of all drop-outs may have been graduated elsewhere, making an estimated total of 699 or 63.1% of the original class who may have received a bachelor's degree in 7 years. This study cautions against basing academic prediction upon a simplistic use of the total SAT score and supports the independent use of the verbal and mathematical scores in relation to various college majors. (Author)

ED055300

COLLEGE STUDENTS

A REVEALING COMPREHENSIVE SEVEN-YEAR STUDY OF 1106 UNIVERSITY FRESHMEN

ATTRITION, GRADUATION, AND FOLLOW-UP

August 1969

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

By Dr. Virginia S. Hardie, Director of the Clemson University Counseling Center and John R. Anderson, a Counselor in the Center.

CG 006 683

TABLE OF CONTENTS

I. Glossary ii

II. Introduction 1

III. Related Research 3

IV. Purpose 9

V. Plan 11

VI. Discussion 13

VII. Follow-Up 123

VIII. Summary 127

IX. Appendix 130

X. Bibliography 132

GLOSSARY

1. American College Test (subsequently referred to as ACT) - A national, standardized test of college aptitude.
2. Attrition - A loss of students from the university either by student resignation, death, or by withdrawal on request of the university due to academic failure or expulsion.
3. College Entrance Examination Board Scholastic Aptitude Test (subsequently referred to as C.E.E.B. SAT) - A national standardized Scholastic Aptitude Test measuring verbal and mathematical aptitude of persons applying for college admission.
4. Decile - One-tenth of the range of SAT scores.
5. Drop-out - A term used to describe a former student who has resigned of his own accord or has been dropped by the university for low grades.
6. Eligible to continue - A level of academic achievement sufficient to remain enrolled at the university but insufficient to be graduated--even though the required number of hours has been passed.
7. Marginal student - A term used to describe a person who appears to have just barely enough college aptitude for survival.
8. Reduction - A loss of students from a school or college either by attrition or by changing to another school or college within the university.
9. Subjects - Total number of university students on whom research is based.
10. Survival - A condition whereby a student has completed a particular year(s) of college and is eligible to continue.

RELATED RESEARCH

Confronted by alarming casualty rates, college officials have renewed their search for reliable information as to why students drop out.

The present study appears to be unique in the literature in that it relates annual college attrition directly to College Board Verbal and Mathematical decile scores.

In a 1960-65 longitudinal study by Bayer[4] of 8567 project talent students who attended college, it was found that 60.5 percent of the group studied had completed the baccalaureate degree within five years after completion of high school and 17.9 percent were currently enrolled in college in 1965, representing "delayed potential graduates". Of a great many variables considered likely to be associated with college success, the only two factors which correlated greater than .10 among the men were the general information test score (r=.27) and the mathematics aptitude score (r=.32). For the girls, the general information test and the mathematics aptitude were also correlated with the criterion, but the parental status measure had a considerably higher correlation value (r=.42) than did any other single factor. "The temperament variables, socio-economic factors, ethnic-religious variables, residence variables, family or orientation variables, and the high school factors yield relatively little independent influence in determining delay or 'normal' completion of senior college for either boys or girls." Bayer concludes that while abilities emerge as the most important factor in predicting college success that "nevertheless, the results of this study again illustrate our inability to predict with any great degree of accuracy which students will drop out of college and which will not".

---

[4]Bayer, Alan E., "The College Drop-Out: Factors Affecting Senior College Completion", Sociology of Education Journal, Summer 1968.

In a recent study by Bard,[5] it was concluded that one of the prime reasons for college students dropping out was unnecessary academic pressures the first year. In another vein, this article quotes Dr. Dana L. Fansworth of Harvard University as saying that "we have good reason to believe that in some institutions the proportion who leave college because of emotional difficulties is considerably more than half: immaturity, rebellion, nonconformity, worry, anxiety, social inadequacy, inability to adapt to changing conditions, lack of independence and responsibility, and sometimes an even more severe mental disorder". It was also stated in this study that low self-esteem (gained from parents) is a factor.

In a 1967 study entitled "Attrition Among College Students", Panos and Astin[6] reported on the results of studying 36,405 cases at 246 institutions. It was found that drop-outs tended to come from lower socio-economic backgrounds. It was also reported that the drop-outs were higher among students who did not plan to attend graduate school and among those who had lower grades in high school. In terms of the influence of the college itself, it was found that success was related to positive peer relations, participation in college activities, and lack of faculty concern for students. The overall attrition rate for this group was 35 percent and it was stated that sex was not a significant factor. This report concluded that colleges with higher attrition rates had relatively severe grading practices, a faculty not concerned with students, and considerable freedom on the part of students to select their courses.

Davis (1962)[7] warned trustees that each early-leaver represented a financial loss of over $1,000 to the institution. He suggested a list of variables that

---

[5]Bard, Bernard, "College Students: Why They Drop Out", Education Digest, Vol. XXXIV, No. 7, p. 18, March 1969.

[6]Panos, Robert J. and Astin, Alexander W., "Attrition Among College Students", Report No. ACE-RR -- Vol. 2, No. 4, 1967.

[7]Davis, P. H., "Trustees Take Heed of Attrition", Liberal Education, 1962, 48, 479-486.

college administrators should consider as being related to retention. These variables included the philosophy of the faculty and administration, the physical facilities of the campus, the counseling services, and the follow-up study of drop-outs.

Chambers (1961)[8] proposed the two-year community college as a proving ground with the universities being reserved for the more serious research minded and those wishing professional training. He stated that a number of authors had recommended the general college or basic division concept in the four-year institution as a step toward retaining students.

Marsh (1966)[9] stated that colleges could no longer afford to dismiss the drop-out as merely lacking intelligence, but must recognize his problem as one of great complexity. It should be recognized that adequate solutions will come only as a result of tedious and long-term research, as well as with the development of new and more efficient research techniques.

Iffert (1958)[10] reported a drop-out rate of 60.5 percent over the four-year period as the national average. This rate varied greatly according to the type of institution. Public institutions showed an average rate of 67 percent, while private institutions showed only 52 percent. There was a range from 58 percent for the men from technological institutions to 71.2 percent for the men from teachers colleges.

In a ten-year study of a great many drop-outs, Jex and Merrill (1962)[11] predicted that by 1975 the drop-out was likely to be primarily the incompetent

---

[8]Chambers, F.M., "A College Admission Policy to Reduce Attrition", Junior College Journal, 1961, 31, 250-254.

[9]Marsh, Lee M., "College Drop-Outs--A Review", Personnel Guidance Journal, 1966, 475-481.

[10]Iffert, R. E., "Retention and Withdrawal of College Students", Bull. 1958, No. 1, U. S. Office of Education, Washington, D.C.: Government Printing Office, 1958.

[11]Jex, F. B. and Merrill, R. M., "Study in Persistence: Withdrawal and Graduation Rates at University of Utah", Personnel Guidance Journal, 1962, 40, 762-769.

student. Their basis for such a conclusion was a ten-year study in which they were able to follow up many so-called drop-outs. They found that many of them were interrupted in their progress toward a degree, but eventually achieved completion of a degree program. They believe at least 60 percent of the drop-out group will ultimately graduate. The data from all sources indicated the most crucial drop-out period to be the freshman year.

Little (1959),[12] in a study at the University of Wisconsin, stated that if admissions were restricted to the top 30 percent on high school mental test scores, 21 percent of the University graduates would have been denied admission. The same percentage would have been denied had the lower 30 percent on a mental test given to entering freshmen been denied admission. He also stated that if standing in the upper 40 percent of the high school class had been an admission requirement, 503 of a class of 1949 students would have been denied admission, 87 of whom graduated in a normal four-year period. In this study, 52 percent of the students lost were in the top 30 percent of mental ability.

In a study at Oklahoma State University, Caskey (1964)[13] found a significant difference at the .01 level between freshman drop-out and returnee ACT scores. Generally, drop-outs were found to have lower high school and college grade-point averages, as well as lower reading ability.

Harrison (1956)[14] studied 179 students who left or were suspended from college because of emotional problems and returned for another try at graduation. He found those clinically diagnosed as having character disorders less likely to succeed

---

[12]Little, J. K., "Persistence of Academically Talented Youth in University Studied", Educational Research, 1959, 40, 237-241.

[13]Caskey, O. L., "Freshman Drop-Outs and Returnees, Part I, A Descriptive Study", University Counseling Services Research Report, 1964, No. 364.

[14]Harrison, R. W., "Leaving College Because of Emotional Problems", Student Medicine, 1956, 4, (2) 49-60.

than those diagnosed as psychotic or neurotic. E. S. Jones (1955)[15] characterized the probation student as less flexible and capable of less variety than the superior student, but claimed that his chance of survival was tripled by adequate counseling.

Fullmer (1956)[16] in a longitudinal study demonstrated the chances for survival were greater for those who changed majors two or more times. By setting an index score on his six needs, and combining with relative ability, Heilburn (1962)[17] has defined four distinct groups as follows: (1) Negative Index-Low Ability, (2) Positive Index-Low Ability, (3) Negative Index-High Ability, (4) Positive Index-High Ability. He then related these categories to drop-out status. The suggestion was made that the first two groups could profit from counseling in goal selection, and the latter two groups could profit from counseling for relating their personal adjustment to college life. Ability and achievement ratings seemed to be useful primarily for spotting only those students on the low end of the scale who will clearly drop out due to academic failure alone.

A study in 1966 by Augustine[18] of a selected segment of students (male engineering freshmen at three mid-west universities) revealed information on groups of "persisters" and "nonpersisters". Of the 326 students invited to participate, 221 (126 non-persisters and 95 persisters) or 68 percent returned questionnaires. The following results were found to be statistically significant. It was found that these entering engineering students stated that: they had had little or no knowledge of engineering fields prior to college; their high school guidance counselors

---

[15] Jones, E. S., "The Probation Student: What He Is Like and What Can Be Done About It", Journal of Educational Research, 1955, 49, 93-102.

[16] Fullmer, D. W., "Success and Perserverance of University Students", Journal of Higher Education, 1956, 27, 445-447.

[17] Heilburn, A. B., "Prediction of First Year College Drop-Out", Journal of Counseling Psychology, 1962, 9 (1), 58-63.

[18] Augustine, Roger D., Persistence and Attrition of Engineering Students, East Lansing, Michigan, August 1966.

evidently knew little about the engineering fields; they were disillusioned by engineering curricula; their personal and social problems interfered with engineering curricula demands.

PURPOSE

The purpose of this study was to follow for seven years a complete freshman class (in this case, of a land-grant college) through its college experience and beyond in order to understand how each individual student progressed and from this to draw logical conclusions and list apparent recommendations for the benefit of university students. Why, for instance, do so many students find it necessary to make "lateral" rather than forward motion? Why do colleges continue to use admission criteria that fail to predict? Why are colleges willing to admit vast numbers of poorly qualified students, and give them the same academic load as qualified students but little or no remedial assistance? Does the use of the College Entrance Examination Board Scholastic Aptitude Test (SAT) scores, as part of an admission formula, determine very much except for students who score at the extremes? Is the practice of using the "total" or "average" College Board scores (reminiscent of the outmoded "single-factor" concept of intelligence) worthwhile or justified? This practice is apparently based upon the notion that because certain college programs appear to be more verbal or mathematical in nature, that lopsided scores in the same direction are satisfactory and somehow compensatory in their impact. It was herein hypothesized that a high mathematical score, for instance, could not compensate for a low verbal score, because the verbal reasoning ability determines in large part the individual's potential for high level conceptual learning required in most college programs.

It was believed that this conceptual or verbal skill is needed more in the more theoretical advanced subjects beyond the first year and that the potential for long range success in the program applied for needs to be understood at the time of admission. Obviously, high verbal aptitude cannot be expected to compensate for an inability to solve mathematical problems.

A further purpose of this study was to determine the number of drop-outs who were subsequently graduated from other colleges and universities, and the types and levels of employment reached by both graduates and drop-outs.

PLAN OF STUDY

The following plan was used:

1. Securing of names, addresses (1962 and current, if available) and College Board scores of entering Freshmen Summer and Fall 1962.
2. Tracing by name, major choices, grade point ratios, graduation, attrition, and follow up of individual students.
3. Statistical charts of data reported by school/college.
   A. 92 decile charts based on the Verbal and Mathematical scores of the College Board SAT showing annual survival of students in each school and college, and summarizing charts of same.
   B. 7 interpretative charts.
4. Report of results of follow-up questionnaire
   A. 1086 questionnaires sent (no addresses available for twenty of 1106)
   B. Follow-up charts and evaluation of returned results

The 1106 freshmen in the Fall of 1962 divided themselves as follows among the schools and colleges of the university:

Agriculture and Biological Sciences	124
Architecture and Building Construction	96
Arts and Sciences	198
Engineering	516
Industrial Management and Textile Science	172
Total	1106

Charts for each of the five schools and colleges represent a yearly progress report of the entering (or surviving) students in relation to the Verbal and Mathematical College Board decile scores. As students resigned, became academically ineligible to continue, or changed to another school or college within the university, such activity was traced by number and percent, along with the average final grade point ratio. With the exception of the columns headed "Beginning",

the percents (of those resigned, dropped, changed, etc.) relate to the number of subjects beginning the year in that decile. The "percents" in the "Beginning" columns relate to the total number beginning that year.

To obtain the deciles, a frequency distribution (of both verbal and mathematical raw scores) for the whole class was set up. Using the resulting scatter diagram and beginning with the bottom of the range, 10 percent of the subjects were placed in each of the ten deciles and were then grouped by school or college for study and analysis. Thus it was possible to trace student progress each year in relation to college aptitude (as measured by the College Board SAT).

DISCUSSION

There are a total of 92 charts which trace the activities of eleven hundred six 1962 freshmen over a seven-year period and which indicate the relationship between verbal and mathematical aptitude and college survival. In addition, there are seven interpretive charts and one showing results of the post-college follow-up study. There are 18 charts for each school or college (nine verbal and nine mathematical) which show the following information.

College of Agriculture and Biological Sciences

Chart 1 shows the first year activity for 124 freshmen in the College of Agriculture and Biological Sciences, in relation to the College Board SAT verbal deciles. This chart shows that thirty-one students or 25 percent resigned from college or were dropped for low grades the first year and also shows the average grade point ratio for this group to be 0.9. Also shown is the number and percent who changed majors (to a different school or college at this university), the total reduction the first year, and the number and percent surviving the first year (eighty-two or 66.1 percent). There are similar charts (2-7) for the next six years during which some of these students remained in college, and a summary chart (Chart 8). Chart 8 shows that of the 124 entering freshmen in the College of Agriculture and Biological Sciences, eighty-one or 65.3 percent were lost through one form or another of reduction and thirty-nine or 31.5 percent were graduated (in seven years) with an average G.P.R. of 2.2. In addition, there were four students (3.2 percent) who were eligible to continue after seven years. Chart 8 also shows that the verbal part of the SAT is not very predictive of success in the College of Agriculture and Biological Sciences except that those who score in the bottom three deciles (deciles 8, 9, and 10) are expected to be lost by attrition before graduation. Above the third decile, one verbal score seems to be about as good (or as bad) as another.

Chart 9 shows the disposition of sixty-nine 1962 freshmen who changed from the other schools and colleges to the College of Agriculture and Biological Sciences, in relation to SAT verbal deciles. Of these, twenty-five or 36.2 percent subsequently resigned or were dropped and one was eligible to continue after seven years. Forty-three or 62.3 percent, having an average G.P.R. of 2.2, were graduated in the College of Agriculture and Biological Sciences and their success is somewhat related to their verbal ability. Charts 10 through 18 follow the same 124 College of Agriculture and Biological Sciences freshmen through seven years of college, but this time in relation to College Board SAT mathematical decile scores. It is interesting to observe in Chart 10, that 100 percent of students in the top decile survived the first year but only 50 percent in the bottom decile survived. Chart 17, the summary chart (for the mathematical deciles) shows a relatively high (66.7 percent) graduation in the top decile and a relatively low (22.2 percent), in the bottom decile. This pattern holds however only for the top 20 percent who tend to succeed and the bottom 20 percent who tend to fail.

For the middle 60 percent of students, the mathematical score is not very predictive in the College of Agriculture and Biological Sciences. It is presumed that many of the more capable students who resigned or were dropped had personal or emotional reasons for so doing or that the college environment was not what they had hoped or expected it would be. Similarly, in the case of limited students who did graduate, it may be surmised that they were more serious or stable or better adjusted to the total campus life, had fewer personal problems, or showed a greater persistence.

Chart 18 shows the disposition of 69 students who changed from other majors to the College of Agriculture and Biological Sciences, in relation to the SAT mathematical deciles. The subsequent success of 43 of these students appears to be significantly related to their mathematical ability.

Those who changed majors conform more to the test data, both verbal and mathematical, than those who originally entered the same majors, indicating that they were better directed vocationally.

School of Architecture (Five-Year Program)

Charts 19 through 36 show the seven year activity of 96 freshmen entering the School of Architecture, in relation to verbal and mathematical deciles. Chart 19 indicates that twenty-eight students or 29.2 percent of the class either changed majors or resigned from college the first year and Chart 20 shows that another twenty-eight (29.2 percent) were lost in the same manner the second year, making a total loss of 58.4 percent the first two years. Chart 23 shows that of 25 students entering the fifth year, ten or 40 percent were graduated that year; but these ten represented only 10.4 percent of the entering group of 96. Chart 24 shows that another seven students were graduated the sixth year, and Chart 25 shows one additional graduate the seventh year. Chart 26 shows the total number of graduates in seven years to be eighteen or 18.8 percent of the original 96. One of the 96 is eligible to continue, making a total of nineteen or 19.8 percent who were graduated or eligible to continue. Chart 26 also shows that there was no correlation between the rate of graduation and the verbal aptitude, insofar as these data are concerned. Chart 26 shows that of the two students who changed from other schools and colleges to the School of Architecture, one subsequently resigned with a G.P.R. of 2.1 and one was dropped with a G.P.R. of 1.4. Charts 28 through 36 show the same activity for the same 96 freshmen entering the School of Architecture, but this time in relation to the mathematical aptitude (as measured by the College Board SAT Mathematical test). Chart 35 (Seven Year Summary) shows that of the original 96 students, eighteen or 18.8 percent were graduated in seven years with an average G.P.R. of 2.4 and one was eligible to continue. These data suggest that students

scoring in the bottom three mathematical deciles have no chance of succeeding in the School of Architecture at this university but also suggest that above this minimum requirement, the mathematical aptitude is not correlated with success. The twenty architectural students in the bottom three deciles who suffered 100 percent attrition may have been "artistic" and/or verbal but these skills did not serve to compensate for their mathematical deficiencies. A more balanced College Board score as between the verbal and mathematical might have been more satisfactory for these marginal students. On the other hand, there were 57 other unsuccessful students who, having satisfactory mathematical aptitude, must have been deficient in design ability or verbal ability, or both. These, too, presumably, could have profited from a more balanced aptitude profile, or from a sense of motivation and/or maturity. (The profile of the successful architect would therefore appear to include, among others, the four characteristics mentioned: verbal, mathematical, and artistic aptitudes, along with the constant if elusive intangible qualities of maturity and motivation.)

College of Arts and Sciences

Chart 37 begins the journey of 198 freshmen in the College of Arts and Sciences through seven years. Their ranks were reduced by 23.2 percent the first year, 16.2 percent the second year (Charts 38 and 94), 9.1 percent the third year (Charts 39 and 94), 5.6 percent the fourth year (Charts 40 and 94), 2.5 percent the fifth year (Charts 41 and 94), 2.5 percent the sixth year (Charts 42 and 94), and 1.5 percent the seventh year (Charts 43 and 94). The total reduction in seven years (Chart 44) was 60.6 percent. Conversely the number of graduates was seventy-eight or 39.4 percent. This chart also shows the tenuous correlation between verbal deciles and graduation from the College of Arts and Sciences. Again one sees the rather devastating results of low verbal aptitude. Chart 45 shows the disposition of 152 students

who changed from the other four schools and colleges to the College of Arts and Sciences. Seventy-four or 48.7 percent of these resigned or were dropped and seventy-seven or 50.7 percent were graduated. One student was eligible to continue after seven years.

Charts 46 through 53 show how the 198 College of Arts and Sciences students fared in college, from the standpoint of their mathematical aptitude. In the summary (Chart 53) it can be seen that success for this group is somewhat geared to the mathematical ability but again primarily at the extremes. Chart 54 shows that for those who changed into the College of Arts and Sciences and subsequently were graduated, success was firmly and clearly related to their mathematical aptitude. Seventy (70) percent of those in the top decile were successful as opposed to only 28.6 percent in the bottom decile. Why these 77 students who changed into the College of Arts and Sciences and then graduated would show more conformity to mathematical aptitude than the 78 graduates who originally entered that college is, as yet, unknown.

College of Engineering

Charts 55 through 62 have to do with the seven-year progress of 516 College of Engineering freshmen (by far the largest group) in relation to verbal aptitude.

Charts 55 and 56 show that a most improbable phenomenon occurred in the College of Engineering in the first two years--a loss of 56 percent of the entire class--notwithstanding the fact that almost half of these appeared to be capable of succeeding in the College of Engineering. Chart 62 shows that the total reduction after seven years was three hundred fifty-eight or 69.4 percent of the class. This chart also shows that one hundred thirty-three or 34.3 percent of those lost from the College of Engineering were subsequently graduated from other schools or colleges of the university.

The correlation between success in the College of Engineering and verbal ability is shown as significant on Chart 62. It can be seen on this chart that in the top decile there is a "50-50" chance of being graduated, as compared with a 13.5 percent chance in the bottom decile. Thus, while high verbal aptitude is not a good predictor of success in the College of Engineering, it is clear that low verbal aptitude predicts failure. It appears, therefore, that success in the College of Engineering, for persons scoring above 500 on the verbal test, is then to be determined by whether or not they possess other specialized mathematical and structural aptitudes, while for those scoring below 500 on the verbal test, the verbal limitation itself becomes the determining factor, even in the presence of high mathematical and technical skills. Chart 63 shows that of twenty students who changed into the College of Engineering, five or 25 percent were lost by resignation or failure and fifteen or 75 percent were graduated.

Charts 64 through 71 show the annual rate of survival of the College of Engineering students in relation to mathematical aptitude. Chart 71 shows that the 155 graduates were by and large good mathematicians. It appears that only 23 of them could be called poor mathematicians. This chart also shows the distinct correlation between mathematical aptitude and success in the College of Engineering, 64.6 percent of the top decile being graduated as opposed to only 12 percent in the bottom decile. Looking at the ninth decile, one finds that only 6.2 percent of these low mathematicians were successful in the College of Engineering. Chart 72 shows what happened to twenty students who changed into the College of Engineering from the other schools and colleges, in relation to mathematical aptitude. Five of these subsequently resigned or failed and fifteen were graduated. It appears that mathematical aptitude was not correlated with the success of the fifteen who changed and were graduated.

School of Industrial Management and Textile Science

Charts 73 through 80 indicate the degree of success for 172 freshmen entering the School of Industrial Management and Textile Science in 1962. The first year reduction (Chart 73) for this group was fifty-eight or 33.7 percent and the total reduction (Chart 80) after seven years was one hundred sixteen or 67.4 percent. There were sixty-six or 38.4 percent who resigned or were dropped, and fifty or 29 percent who changed from the School of Industrial Management and Textile Science (twenty-two or 44 percent of these were graduated after changing). The total number of graduates (shown on Chart 80) after seven years was fifty-five or 32 percent. These graduates had an average G.P.R. of 2.3. One student was eligible to continue after seven years. The correlation between verbal aptitude and graduation (still on Chart 80) is a progressive and positive one, showing a 66.7 percent graduation rate for those in the top decile, descending to a 22.9 percent rate for those in the bottom decile. Chart 81 shows that 111 students changed into the School of Industrial Management and Textile Science from the other schools and colleges of the university. Fifty-one or 45.9 percent of these failed or resigned from college and fifty-nine or 53.2 percent went on to graduation. One was eligible to continue after seven years. Charts 82 through 89 follow the 172 freshmen in the School of Industrial Management and Textile Science through seven years of college in relation to their mathematical scores. The summary chart for this group (Chart 89) shows a positive correlation between success and mathematical ability, with 66.7 percent being graduated in the top decile and only 21.2 percent in the bottom decile. The high rate of reduction (67.4 percent) of this group is again emphasized. A loss of 51.2 percent of the original 172 occurred the first two years. Chart 90 shows the disposition of 111 students who changed into the School of Industrial Management and Textile Science in relation to the mathematical aptitude.

Summary Charts for Five Schools and Colleges

Charts 91 and 92 are summary charts showing the activity and disposition of all eleven hundred six 1962 freshmen, in relation to the verbal and mathematical decile scores. These charts show that: five hundred fifty-five students or 50.2 percent were lost by attrition, five hundred thirty-nine or 48.7 percent were graduated in seven years, and twelve or 1.1 percent were eligible to continue after seven years. Chart 91 indicates a rather smooth correlation between number of persons being graduated and verbal aptitude--66.3 percent in the top decile being graduated and 32.8 percent, in the bottom decile. Chart 92 shows a somewhat better correlation with mathematical aptitude: 76.2 percent were successful in the top decile and 24.3 percent, in the bottom decile.

Interpretative Charts

Chart 93 shows the comparative annual attrition rates for the five schools and colleges of the university. The highest attrition rate after seven years was in the School of Architecture (80.2 percent) and the lowest was in the College of Arts and Sciences (60.6 percent). Of the four-year programs, the highest four-year attrition rate was in the College of Engineering--67.6 percent; followed with the School of Industrial Management and Textile Science, 65.7 percent; the College of Agriculture and Biological Sciences, 63.7 percent. The lowest attrition rate was in the College of Arts and Sciences, 54.1 percent. The average four-year attrition rate for these four-year programs was 62.7 percent. The greatest freshman year loss was in the College of Agriculture and Biological Sciences--33.9 percent. The School of Industrial Management and Textile Science lost 33.7 percent the first year; the College of Engineering, 33.1 percent; and, the College of Arts and Sciences, 23.2 percent. The second-year loss was highest in the College of Engineering--22.5 percent--and the lowest was again in the College of Arts and Sciences with 16.2 percent.

The average seven-year attrition rate from programs originally entered was 68.6 percent but the total attrition from the university after seven years was 50.2 percent. (The difference of 18.4 percent is accounted for by students who were graduated from majors in schools or colleges other than the one in which they originally entered.)

Chart 94 (Comparative Annual Graduation Rates) is a bar graph showing the percent of graduates in the fourth, fifth, sixth, and seventh years for the four four-year programs and the same for the School of Architecture for the fifth, sixth, and seventh years. This graph shows that the College of Arts and Sciences graduated more students "on time" (24.8 percent) than did any other school or college and that the College of Agriculture and Biological Sciences and the School of Architecture graduated fewer on time (10.5 percent).

Chart 95 shows the G.P.R. range of graduates. Twenty and eight-tenths (20.8) percent were graduated with G.P.R.'s below a C average. (The graduation requirement has since been increased to a C average--2.0.) These data also show that practically all of the graduates (90.4 percent) had low to mediocre grades and suggest that by and large a "pass-fail" system is in operation.

Chart 96 shows that those who were graduated tend to score above 900 on the College Entrance Examination Board SAT but that drop-outs are almost as likely to score above 900 as below. These data suggest that the test predicts success a lot better than it does failure and the use of measures of academic ability does not identify very well those who will drop out. It appears then that college officials will need to better understand the personalities of students if they are to improve their prediction "batting average". The following quotation from The University of Michigan Testing Center is pertinent: "It is by now rather widely recognized that the traditional academic ability tests, such as the SAT or ACT, need to be supplemented for even academic decision-making."[19]

---

[19]Memo from Testing Program, Ann Arbor, Michigan, dated September 1969 to: College and University Administrators.

Chart 97 shows that for students scoring below 900 on the test, a high mathematical-low verbal combination is a poor pattern to have because it is associated with dropping out of college. These data further suggest that a high score on one part of the test should not be expected to compensate for a low score on the other part--regardless of the field of study at this university. It is therefore concluded that applicants scoring below 900 should not only be understood as persons but should present a "balanced" pattern in terms of verbal and mathematical aptitude, or at least should not have a spread of 100 or more points between the two. These findings tend to invalidate the practice in some quarters of totaling or averaging College Board SAT scores. They also suggest the importance of giving weight to student limitations as well as to student abilities in attempting to evaluate individual potential. In fact, in the case of students with minimum aptitude for college, it could be argued that the limitations should be given more weight since they might tip the balance below survival.

Chart 97 also shows that there were 258 drop-outs who were as capable as 381 graduates--and even more capable than another 170 graduates. Conversely, 170 graduates were as low on the test as 297 drop-outs.

It was found (see Chart 98) of the 1106 entering freshmen that: 614 had one major; 380 had two majors; 96 had three majors; 14 had four majors; and, two had five majors. It seems reasonable to suggest that if entering freshmen were given vocational and remedial assistance that many of those who give themselves therapy by seeking success in other majors might well have pursued their original major choice with success, if given enough support to have done so or might well have never pursued a major which offered them no success since they would have moved into a field of study commensurate with talent and ability in the beginning. The implication shows the great need for early counseling to identify aptitude patterns and weaknesses in pre-college preparation. Such a counseling program would of

necessity require a knowledgeable professional staff attuned to student needs who assist in acquainting students with the world of work.

It was also found (Chart 99) that of persons resigning from this university, eighty-six or 15.4 percent had G.P.R.'s of a graduating level at the time of resignation, and it is possible that some of these were graduated from other colleges.[20]

---

[20]Results of the questionnaires sent by researchers and returned showed that 59 persons were graduated from other schools and colleges.

CHART I

AGRICULTURE & BIOLOGICAL SCIENCES - VERBAL

CLASS ENTERING (Summer and Fall) 1962 - FIRST YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Verbal Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Surviving After 1st Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%
91 - 100	9	7.3	0	0.0	-	0	0.0	0	0.0	9	100.0
81 - 90	10	8.1	2	20.0	1.7	1	10.0	3	30.0	7	70.0
71 - 80	12	9.6	2	16.7	1.7	2	16.6	4	33.3	8	66.7
61 - 70	4	3.2	1	25.0	0.7	0	0.0	1	25.0	3	75.0
51 - 60	10	8.1	1	10.0	1.2	0	0.0	1	10.0	9	90.0
41 - 50	11	8.9	3	27.2	0.9	2	18.2	5	45.4	6	54.6
31 - 40	16	12.9	3	18.8	0.6	2	12.5	5	31.3	11	68.7
21 - 30	14	11.3	4	28.6	1.1	1	7.1	5	35.7	9	64.3
11 - 20	17	13.7	6	35.3	0.6	1	5.9	7	41.2	10	58.8
0 - 10	21	16.9	9	42.9	0.8	2	9.5	11	52.4	10	47.6
Total	124	100.0	31	25.0	0.9	11	8.9	42	33.9	82	66.1

CHART 2

AGRICULTURE & BIOLOGICAL SCIENCES - VERBAL

CLASS ENTERING (Summer and Fall) 1962 - SECOND YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Verbal Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Surviving After 2nd Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%
91 - 100	9	11.0	2	22.2	2.2	1	11.1	3	33.3	6	66.7
81 - 90	7	8.5	1	14.3	2.8	1	14.3	2	28.6	5	71.4
71 - 80	8	9.8	2	25.0	1.5	1	12.5	3	37.5	5	62.5
61 - 70	3	3.6	1	33.3	3.1	0	0.0	1	33.3	2	66.7
51 - 60	9	11.0	1	11.1	2.1	0	0.0	1	11.1	8	88.9
41 - 50	6	7.3	1	16.7	2.4	0	0.0	1	16.7	5	83.3
31 - 40	11	13.4	1	9.1	1.2	0	0.0	1	9.1	10	90.9
21 - 30	9	11.0	3	33.3	1.0	0	0.0	3	33.3	6	66.7
11 - 20	10	12.2	2	20.0	2.0	0	0.0	2	20.0	8	80.0
0 - 10	10	12.2	3	30.0	1.3	1	10.0	4	40.0	6	60.0
Total	82	100.0	17	20.7	1.7	4	4.9	21	25.6	61	74.4

CHART 3

AGRICULTURE & BIOLOGICAL SCIENCES - VERBAL

CLASS ENTERING (Summer and Fall) 1962 - THIRD YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Verbal Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Surviving After 3rd Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%
91 - 100	6	9.8	0	0.0	-	0	0.0	0	0.0	6	100.0
81 - 90	5	8.2	0	0.0	-	0	0.0	0	0.0	5	100.0
71 - 80	5	8.2	1	20.0	1.9	1	20.0	2	40.0	3	60.0
61 - 70	2	3.3	0	0.0	-	0	0.0	0	0.0	2	100.0
51 - 60	8	13.1	2	25.0	0.9	1	12.5	3	37.5	5	62.5
41 - 50	5	8.2	0	0.0	-	0	0.0	0	0.0	5	100.0
31 - 40	10	16.4	0	0.0	-	0	0.0	0	0.0	10	100.0
21 - 30	6	9.8	0	0.0	-	0	0.0	0	0.0	6	100.0
11 - 20	8	13.1	3	37.5	1.0	0	0.0	3	37.5	5	62.5
0 - 10	6	9.9	3	50.0	1.7	0	0.0	3	50.0	3	50.0
Total	61	100.0	9	14.7	1.4	2	3.3	11	18.0	50	82.0

CHART 4

AGRICULTURE & BIOLOGICAL SCIENCES - VERBAL

CLASS ENTERING (Summer and Fall) 1962 - FOURTH YEAR DISPOSIT'ON

(Date of Research: June 1969)

CEEB SAT Verbal Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Graduating After 4 Years			Surviving After 4th Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%	G.P.R.	No.	%
91 - 100	6	12.0	0	0.0	-	0	0.0	0	0.0	1	16.7	2.0	5	83.3
81 - 90	5	10.0	0	0.0	-	0	0.0	0	0.0	1	20.0	3.0	4	80.0
71 - 80	3	6.0	0	0.0	-	0	0.0	0	0.0	3	100.0	2.5	0	0.0
61 - 70	2	4.0	0	0.0	-	0	0.0	0	0.0	1	50.0	3.1	1	50.0
51 - 60	5	10.0	0	0.0	-	0	0.0	0	0.0	1	20.0	2.7	4	80.0
41 - 50	5	10.0	0	0.0	-	0	0.0	0	0.0	1	20.0	2.2	4	80.0
31 - 40	10	20.0	1	10.0	1.4	0	0.0	1	10.0	3	30.0	2.4	6	60.0
21 - 30	6	12.0	1	16.7	1.4	0	0.0	1	16.7	1	16.6	2.0	4	66.7
11 - 20	5	10.0	1	20.0	1.2	0	0.0	1	20.0	1	20.0	2.5	3	60.0
0 - 10	3	6.0	2	66.7	1.3	0	0.0	2	66.7	0	0.0	-	1	33.3
Total	50	100.0	5	10.0	1.3	0	0.0	5	10.0	13	26.0	2.5	32	64.0

CHART 5

AGRICULTURE & BIOLOGICAL SCIENCES - VERBAL

CLASS ENTERING (Summer and Fall) 1962 - FIFTH YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Verbal Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Graduating After 5 Years			Surviving After 5th Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%	G.P.R.	No.	%
91 -100	5	15.6	0	0.0	-	0	0.0	0	0.0	4	80.0	2.1	1	20.0
81 - 90	4	12.5	0	0.0	-	0	0.0	0	0.0	4	100.0	2.0	0	0.0
71 - 80	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
61 - 70	1	3.1	0	0.0	-	0	0.0	0	0.0	0	0.0	-	1	100.0
51 - 60	4	12.5	0	0.0	-	0	0.0	0	0.0	3	75.0	2.2	1	25.0
41 - 50	4	12.5	0	0.0	-	0	0.0	0	0.0	1	25.0	2.4	3	75.0
31 - 40	6	18.8	0	0.0	-	0	0.0	0	0.0	6	100.0	2.0	0	0.0
21 - 30	4	12.5	0	0.0	-	0	0.0	0	0.0	2	50.0	1.9	2	50.0
11 - 20	3	9.4	0	0.0	-	0	0.0	0	0.0	3	100.0	2.1	0	0.0
0 - 10	1	3.1	0	0.0	-	0	0.0	0	0.0	1	100.0	2.0	0	0.0
Total	32	100.0	0	0.0	-	0	0.0	0	0.0	24	75.0	2.1	8	25.0

CHART 6

AGRICULTURE & BIOLOGICAL SCIENCES - VERBAL

CLASS ENTERING (Summer and Fall) 1962 - SIXTH YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Verbal Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Graduating After 6 Years			Surviving After 6th Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%	G.P.R.	No.	%
91 - 100	1	12.5	0	0.0	-	1	100.0	1	100.0	0	0.0	-	0	0.0
81 - 90	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
71 - 80	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
61 - 70	1	12.5	0	0.0	-	0	0.0	0	0.0	0	0.0	-	1	100.0
51 - 60	1	12.5	1	100.0	1.8	0	0.0	1	100.0	0	0.0	-	0	0.0
41 - 50	3	37.5	0	0.0	-	0	0.0	0	0.0	1	33.3	2.0	2	66.7
31 - 40	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
21 - 30	2	25.0	0	0.0	-	0	0.0	0	0.0	1	50.0	1.9	1	50.0
11 - 20	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
0 - 10	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
Total	8	100.0	1	12.5	1.8	1	12.5	2	25.0	2	25.0	2.0	4	50.0

CHART 7

AGRICULTURE & BIOLOGICAL SCIENCES - VERBAL

CLASS ENTERING (Summer and Fall) 1962 - SEVENTH YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Verbal Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Graduating After 7 Years			Eligible to Continue After 7th Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%	G.P.R.	No.	%
91 - 100	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
81 - 90	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
71 - 80	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
61 - 70	1	25.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	1	100.0
51 - 60	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
41 - 50	2	50.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	2	100.0
31 - 40	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
21 - 30	1	25.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	1	100.0
11 - 20	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
0 - 10	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
Total	4	100.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	4	100.0

CHART 8

AGRICULTURE & BIOLOGICAL SCIENCES - CEEB VERBAL

CLASS ENTERING (Summer and Fall) 1962 - SEVEN YEAR SUMMARY

(Date of Research: June 1969)

CEEB SAT Verbal Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction	Total Graduating in 7 Years			Eligible to Continue			Total Graduating and Eligible		Percent of Reduction**
	No.	%	No.	%	G.P.R	No.	%	No.	No.	%	G.P.R.	No.	%	G.P.R	No.	%	%
91 - 100	9	7.3	2	22.2	2.1	2	22.2	4	5	55.6	2.1	0	0.0	-	5	55.6	44.4
81 - 90	10	8.1	3	30.0	2.1	2	20.0	5	5	50.0	2.2	0	0.0	-	5	50.0	50.0
71 - 80	12	9.6	5	41.7	1.6	4	33.3	9	3	25.0	2.5	0	0.0	-	3	25.0	75.0
61 - 70	4	3.2	2	50.0	1.9	0	0.0	2	1	25.0	3.1	1	25.0	1.5	2	50.0	50.0
51 - 60	10	8.1	5	50.0	1.4	1	10.0	6	4	40.0	2.3	0	0.0	-	4	40.0	60.0
41 - 50	11	8.9	4	36.4	1.3	2	18.2	6	3	27.3	2.2	2	18.2	1.9	5	55.5	54.5
31 - 40	16	12.9	5	31.3	0.9	2	12.5	7	9	56.3	2.2	0	0.0	-	9	56.3	43.7
21 - 30	14	11.3	8	57.1	1.1	1	7.1	9	4	28.6	1.9	1	7.1	1.7	5	35.7	64.3
11 - 20	17	13.7	12	70.6	1.1	1	6.0	13	4	23.5	2.2	0	0.0	-	4	23.5	76.5
0 - 10	21	16.9	17	81.0	1.1	3	14.3	20	1	4.8	2.0	0	0.0	-	1	4.8	95.2
Total	124	100.0	63	50.8	1.2	18*	14.5	81	39	31.5	2.2	4	3.2	1.7	43	34.7	65.3

*9 graduated in other schools at Clemson University and 1 is eligible to continue in another school
**Resigned, dropped for low grades, and changed schools at Clemson University

CHART 9

CHANGED TO AGRICULTURE & BIOLOGICAL SCIENCES - CEEB VERBAL

CLASS ENTERING (Summer and Fall) 1962-1969

(Date of Research: June 1969)

Decile	Changed From: Arch. and B. C.		Arts and Sciences		Engineering		I.M. and T.S.		Total Changed		Resigned or Dropped			Total Graduating			Eligible to Continue		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	G.P.R.	No.	%	G.P.R.	No.	%	G.P.R.
91 - 100	0	0.0	0	0.0	1	3.1	0	0.0	1	1.5	0	0.0	-	1	100.0	1.9	0	0.0	-
81 - 90	0	0.0	0	0.0	4	12.5	0	0.0	4	5.8	1	25.0	1.5	3	75.0	2.3	0	0.0	-
71 - 80	1	20.0	3	15.8	4	12.5	3	23.1	11	15.9	4	36.4	1.6	7	63.6	2.4	0	0.0	-
61 - 70	1	20.0	2	10.5	7	21.9	1	7.7	11	15.9	4	36.4	1.6	7	63.6	2.5	0	0.0	-
51 - 60	0	0.0	0	0.0	5	15.6	1	7.7	6	8.7	2	33.3	1.3	4	66.7	1.9	0	0.0	-
41 - 50	1	20.0	0	0.0	4	12.5	1	7.7	6	8.7	2	33.3	1.3	4	66.7	2.3	0	0.0	-
31 - 40	1	20.0	1	5.3	0	0.0	0	0.0	2	2.9	0	0.0	-	2	100.0	2.0	0	0.0	-
21 - 30	0	0.0	5	26.3	1	3.1	0	0.0	6	8.7	3	50.0	1.4	3	50.0	2.3	0	0.0	-
11 - 20	0	0.0	1	5.3	3	9.4	3	23.1	7	10.2	3	42.8	1.3	3	42.9	2.2	1	14.3	2.0
0 - 10	1	20.0	7	36.8	3	9.4	4	30.7	15	21.7	6	40.0	1.7	9	60.0	2.1	0	0.0	-
Total	5	100.0	19	100.0	32	100.0	13	100.0	69	100.0	25	36.2	1.5	43	62.3	2.2	1	1.5	2.0

CHART 10

AGRICULTURE & BIOLOGICAL SCIENCES - MATH

CLASS ENTERING (Summer and Fall) 1962 - FIRST YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Math Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Surviving After 1st Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%
91 - 100	3	2.4	0	0.0	-	0	0.0	0	0.0	3	100.0
81 - 90	4	3.2	0	0.0	-	0	0.0	0	0.0	4	100.0
71 - 80	4	3.2	1	25.0	0.5	0	0.0	1	25.0	3	75.0
61 - 70	9	7.3	1	11.1	1.4	2	22.2	3	33.3	6	66.7
51 - 60	10	8.1	4	40.0	1.8	1	10.0	5	50.0	5	50.0
41 - 50	14	11.3	3	21.4	1.1	2	14.3	5	35.7	9	64.3
31 - 40	18	14.5	4	22.2	0.5	2	11.1	6	33.3	12	66.7
21 - 30	24	19.4	4	16.7	1.5	3	12.5	7	29.2	17	70.8
11 - 20	20	16.1	6	30.0	0.6	0	0.0	6	30.0	14	70.0
0 - 10	18	14.5	8	44.4	0.6	1	5.6	9	50.0	9	50.0
Total	124	100.0	31	25.0	0.9	11	8.9	42	33.9	82	66.1

CHART 11

AGRICULTURE & BIOLOGICAL SCIENCES - MATH

CLASS ENTERING (Summer and Fall) 1962 - SECOND YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Math Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Surviving After 2nd Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%
91 - 100	3	3.7	0	0.0	-	1	33.3	1	33.3	2	66.7
81 - 90	4	4.9	1	25.0	0.9	0	0.0	1	25.0	3	75.0
71 - 80	3	3.6	0	0.0	-	0	0.0	0	0.0	3	100.0
61 - 70	6	7.3	3	50.0	2.6	0	0.0	3	50.0	3	50.0
51 - 60	5	6.1	1	20.0	2.8	0	0.0	1	20.0	4	80.0
41 - 50	9	11.0	1	11.1	3.1	1	11.1	2	22.2	7	77.8
31 - 40	12	14.6	0	0.0	-	0	0.0	0	0.0	12	100.0
21 - 30	17	20.7	6	35.3	1.5	1	5.9	7	41.2	10	58.8
11 - 20	14	17.1	2	14.3	1.2	0	0.0	2	14.3	12	85.7
0 - 10	9	11.0	3	33.3	1.3	1	11.1	4	44.4	5	55.6
Total	82	100.0	17	20.7	1.7	4	4.9	21	25.6	61	74.4

CHART 12

AGRICULTURE & BIOLOGICAL SCIENCES - MATH

CLASS ENTERING (Summer and Fall) 1962 - THIRD YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Surviving After 3rd Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%
91 - 100	2	3.3	0	0.0	-	0	0.0	0	0.0	2	100.0
81 - 90	3	4.9	0	0.0	-	0	0.0	0	0.0	3	100.0
71 - 80	3	4.9	1	33.3	1.9	0	0.0	1	33.3	2	66.7
61 - 70	3	4.9	0	0.0	-	0	0.0	0	0.0	3	100.0
51 - 60	4	6.5	1	25.0	2.4	0	0.0	1	25.0	3	75.0
41 - 50	7	11.5	2	28.6	1.0	0	0.0	2	28.6	5	71.4
31 - 40	12	19.7	1	8.3	1.4	1	8.3	2	16.7	10	83.3
21 - 30	10	16.4	2	20.0	1.2	1	10.0	3	30.0	7	70.0
11 - 20	12	19.7	2	16.7	1.5	0	0.0	2	16.7	10	83.3
0 - 10	5	8.2	0	0.0	-	0	0.0	0	0.0	5	100.0
Total	61	100.0	9	14.7	1.4	2	3.3	11	18.0	50	82.0

CHART 13

AGRICULTURE & BIOLOGICAL SCIENCES - MATH

CLASS ENTERING (Summer and Fall) 1962 - FOURTH YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Math Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Graduating After 4 Years			Surviving After 4th Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%	G.P.R.	No.	%
91 - 100	2	4.0	0	0.0	-	0	0.0	0	0.0	1	50.0	3.1	1	50.0
81 - 90	3	6.0	0	0.0	-	0	0.0	0	0.0	1	33.3	2.0	2	66.7
71 - 80	2	4.0	0	0.0	-	0	0.0	0	0.0	1	50.0	2.8	1	50.0
61 - 70	3	6.0	1	33.3	1.4	0	0.0	1	33.3	0	0.0	-	2	66.7
51 - 60	3	6.0	0	0.0	-	0	0.0	0	0.0	2	66.7	2.7	1	33.3
41 - 50	5	10.0	0	0.0	-	0	0.0	0	0.0	2	40.0	2.6	3	60.0
31 - 40	10	20.0	1	10.0	1.2	0	0.0	1	10.0	0	0.0	-	9	90.0
21 - 30	7	14.0	3	42.8	1.3	0	0.0	3	42.8	2	28.6	2.3	2	28.6
11 - 20	10	20.0	0	0.0	-	0	0.0	0	0.0	3	30.0	2.3	7	70.0
0 - 10	5	10.0	0	0.0	-	0	0.0	0	0.0	1	20.0	2.6	4	80.0
Total	50	100.0	5	10.0	1.3	0	0.0	5	10.0	13	26.0	2.5	32	64.0

CHART 14

AGRICULTURE AND BIOLOGICAL SCIENCES - MATH

CLASS ENTERING (Summer and Fall) 1962 - FIFTH YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Math Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Graduating After 5 Years			Surviving After 5th Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%	G.P.R.	No.	%
91 - 100	1	3.1	0	0.0	-	0	0.0	0	0.0	1	100.0	1.9	0	0.0
81 - 90	2	6.3	0	0.0	-	0	0.0	0	0.0	2	100.0	2.2	0	0.0
71 - 80	1	3.1	0	0.0	-	0	0.0	0	0.0	0	0.0	-	1	100.0
61 - 70	2	6.2	0	0.0	-	0	0.0	0	0.0	0	0.0	-	2	100.0
51 - 60	1	3.1	0	0.0	-	0	0.0	0	0.0	1	100.0	2.0	0	0.0
41 - 50	3	9.4	0	0.0	-	0	0.0	0	0.0	3	100.0	2.1	0	0.0
31 - 40	9	28.1	0	0.0	-	0	0.0	0	0.0	9	100.0	2.0	0	0.0
21 - 30	2	6.3	0	0.0	-	0	0.0	0	0.0	2	100.0	2.3	0	0.0
11 - 20	7	21.9	0	0.0	-	0	0.0	0	0.0	4	57.1	2.1	3	42.9
0 - 10	4	12.5	0	0.0	-	0	0.0	0	0.0	2	50.0	2.2	2	50.0
Total	32	100.0	0	0.0	-	0	0.0	0	0.0	24	75.0	2.1	8	25.0

CHART 15

AGRICULTURE & BIOLOGICAL SCIENCES - MATH

CLASS ENTERING (Summer and Fall) 1962 - SIXTH YEAR DISPOSITON

(Date of Research: June 1969)

CEEB SAT Math Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Graduating After 6 Years			Surviving After 6th Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%	G.P.R.	No.	%
91 - 100	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
81 - 90	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
71 - 80	1	12.5	0	0.0	-	1	100.0	1	100.0	0	0.0	-	0	0.0
61 - 70	2	25.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	2	100.0
51 - 60	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
41 - 50	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
31 - 40	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
21 - 30	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
11 - 20	3	37.5	0	0.0	-	0	0.0	0	0.0	1	33.3	1.9	2	66.7
0 - 10	2	25.0	1	50.0	1.8	0	0.0	1	50.0	1	50.0	2.0	0	0.0
Total	8	100.0	1	12.5	1.8	1	12.5	2	25.0	2	25.0	2.0	4	50.0

CHART 16

AGRICULTURE & BIOLOGICAL SCIENCES - MATH

CLASS ENTERING (Summer and Fall) 1962 - SEVENTH YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Math Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Graduating After 7 Years			Eligible to Continue After 7th Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%	G.P.R.	No.	%
91 - 100	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
81 - 90	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
71 - 80	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
61 - 70	2	50.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	2	100.0
51 - 60	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
41 - 50	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
31 - 40	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
21 - 30	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
11 - 20	2	50.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	2	100.0
0 - 10	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
Total	4	100.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	4	100.0

CHART 17

AGRICULTURE & BIOLOGICAL SCIENCES - CEEB MATH

CLASS ENTERING (Summer and Fall) 1962 - SEVEN YEAR SUMMARY

(Date of Research: June 1969)

CEEB SAT Math Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction	Total Graduating in 7 Years			Eligible to Continue			Total Graduating and Eligible		Percent of Reduction**
	No.	%	No.	%	G.P.R.	No.	%	No.	No.	%	G.P.R.	No.	%	G.P.R.	No.	%	%
91 - 100	3	2.4	0	0.0	-	1	33.3	1	2	66.7	2.5	0	0.0	-	2	66.7	33.3
81 - 90	4	3.2	1	25.0	0.9	0	0.0	1	3	75.0	2.1	0	0.0	-	3	75.0	25.0
71 - 80	4	3.2	2	50.0	1.2	1	25.0	3	1	25.0	2.8	0	0.0	-	1	25.0	75.0
61 - 70	9	7.3	5	55.6	2.1	2	22.2	7	0	0.0	-	2	22.2	1.6	2	22.2	77.8
51 - 60	10	8.1	6	60.0	2.0	1	10.0	7	3	30.0	2.4	0	0.0	-	3	30.0	70.0
41 - 50	14	11.3	6	42.9	1.4	3	21.4	9	5	35.7	2.3	0	0.0	-	5	35.7	64.3
31 - 40	18	14.5	6	33.3	0.8	3	16.7	9	9	50.0	2.0	0	0.0	-	9	50.0	50.0
21 - 30	24	19.4	15	62.5	1.4	5	20.8	20	4	16.7	2.3	0	0.0	-	4	16.7	83.3
11 - 20	20	16.1	10	50.0	0.9	0	0.0	10	8	40.0	2.1	2	10.0	1.9	10	50.0	50.0
0 - 10	18	14.5	12	66.7	0.8	2	11.1	14	4	22.2	2.2	0	0.0	-	4	22.2	77.8
Total	124	100.0	63	50.8	1.2	18*	14.5	81	39	31.5	2.2	4	3.2	1.7	43	34.7	65.3

*9 graduated in other schools at Clemson University and 1 is eligible to continue in another school
**Resigned, dropped for low grades, and changed schools at Clemson University

CHART 18

CHANGED TO AGRICULTURE & BIOLOGICAL SCIENCES - CEEB MATH

CLASS ENTERING (Summer and Fall) 1962

(Date of Research: June 1969)

Decile	Changed From: Arch. and B. C.		Arts and Sciences		Engineering		I.M. and T.S.		Total Changed		Resigned or Dropped			Total Graduating			Eligible to Continue		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	G.P.R.	No.	%	G.P.R.	No.	%	G.P.R.
91 - 100	0	0.0	1	5.3	2	6.2	0	0.0	3	4.4	0	0.0	-	3	100.0	2.0	0	0.0	-
81 - 90	1	20.0	0	0.0	2	6.2	0	0.0	3	4.4	1	33.3	1.5	2	66.7	2.5	0	0.0	-
71 - 80	0	0.0	0	0.0	4	12.5	1	7.7	5	7.3	1	20.0	1.0	4	80.0	2.2	0	0.0	-
61 - 70	0	0.0	5	26.3	2	6.3	0	0.0	7	10.1	3	42.9	2.1	4	57.1	2.8	0	0.0	-
51 - 60	1	20.0	0	0.0	5	15.6	0	0.0	6	8.7	1	16.7	1.4	4	66.7	2.0	1	16.6	1.9
41 - 50	0	0.0	2	10.5	4	12.5	1	7.7	7	10.1	3	42.9	1.9	4	57.1	2.1	0	0.0	-
31 - 40	2	40.0	2	10.5	4	12.5	3	23.1	11	15.9	4	36.4	1.5	7	63.6	2.2	0	0.0	-
21 - 30	0	0.0	4	21.0	3	9.4	4	30.7	11	15.9	5	45.5	1.4	6	54.5	2.3	0	0.0	-
11 - 20	1	20.0	4	21.1	3	9.4	2	15.4	10	14.5	4	40.0	1.3	6	60.0	2.3	0	0.0	-
0 - 10	0	0.0	1	5.3	3	9.4	2	15.4	6	8.7	3	50.0	1.5	3	50.0	2.2	0	0.0	-
Total	5	100.0	19	100.0	32	100.0	13	100.0	69	100.0	25	36.2	1.5	43	62.3	2.2	1	1.5	1.9

CHART 19

ARCHITECTURE & BUILDING CONSTRUCTION - VERBAL

CLASS ENTERING (Summer and Fall) 1962 - FIRST YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Verbal Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Surviving After 1st Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%
91 - 100	10	10.5	2	20.0	1.5	1	10.0	3	30.0	7	70.0
81 - 90	10	10.5	1	10.0	3.4	2	20.0	3	30.0	7	70.0
71 - 80	14	14.6	0	0.0	-	3	21.4	3	21.4	11	78.6
61 - 70	17	17.7	4	23.5	1.1	4	23.6	8	47.1	9	52.9
51 - 60	6	6.3	1	16.7	0.6	2	33.3	3	50.0	3	50.0
41 - 50	8	8.3	0	0.0	-	2	25.0	2	25.0	6	75.0
31 - 40	5	5.2	0	0.0	-	1	20.0	1	20.0	4	80.0
21 - 30	8	8.3	0	0.0	-	2	25.0	2	25.0	6	75.0
11 - 20	9	9.3	0	0.0	-	1	11.1	1	11.1	8	88.9
0 - 10	9	9.3	2	22.2	0.6	0	0.0	2	22.2	7	77.8
Total	96	100.0	10	10.4	1.3	18	18.8	28	29.2	68	70.8

CHART 20

ARCHITECTURE & BUILDING CONSTRUCTION - VERBAL

CLASS ENTERING (Summer and Fall) 1962 - SECOND YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Verbal Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Surviving After 2nd Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%
91 - 100	7	10.3	1	14.3	3.3	1	14.3	2	28.6	5	71.4
81 - 90	7	10.3	2	28.6	2.3	2	28.5	4	57.1	3	42.9
71 - 80	11	16.2	2	18.2	1.8	2	18.2	4	36.4	7	63.6
61 - 70	9	13.2	1	11.1	1.8	1	11.1	2	22.2	7	77.8
51 - 60	3	4.4	1	33.3	1.1	0	0.0	1	33.3	2	66.7
41 - 50	6	8.8	2	33.3	1.1	1	16.7	3	50.0	3	50.0
31 - 40	4	5.9	1	25.0	0.8	0	0.0	1	25.0	3	75.0
21 - 30	6	8.8	1	16.7	0.9	2	33.3	3	50.0	3	50.0
11 - 20	8	11.8	3	37.5	1.0	2	25.0	5	62.5	3	37.5
0 - 10	7	10.3	0	0.0	-	3	42.9	3	42.9	4	57.1
Total	68	100.0	14	20.6	1.5	14	20.6	28	41.2	40	58.8

CHART 21

ARCHITECTURE & BUILDING CONSTRUCTION - VERBAL

CLASS ENTERING (Summer and Fall) 1962 - THIRD YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Verbal Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Surviving After 3rd Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%
91 - 100	5	12.5	0	0.0	-	0	0.0	0	0.0	5	100.0
81 - 90	3	7.5	1	33.3	1.1	0	0.0	1	33.3	2	66.7
71 - 80	7	17.5	0	0.0	-	3	42.9	3	42.9	4	57.1
61 - 70	7	17.5	1	14.3	1.4	0	0.0	1	14.3	6	85.7
51 - 60	2	5.0	0	0.0	-	0	0.0	0	0.0	2	100.0
41 - 50	3	7.5	0	0.0	-	0	0.0	0	0.0	3	100.0
31 - 40	3	7.5	0	0.0	-	0	0.0	0	0.0	3	100.0
21 - 30	3	7.5	1	33.3	0.9	0	0.0	1	33.3	2	66.7
11 - 20	3	7.5	1	33.3	1.3	0	0.0	1	33.3	2	66.7
0 - 10	4	10.0	0	0.0	-	1	25.0	1	25.0	3	75.0
Total	40	100.0	4	10.0	1.2	4	10.0	8	20.0	32	80.0

A5

CHART 22

ARCHITECTURE & BUILDING CONSTRUCTION - VERBAL

CLASS ENTERING (Summer and Fall) 1962 - FOURTH YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Verbal Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Surviving After 4th Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%
91 - 100	5	15.6	1	20.0	1.3	0	0.0	1	20.0	4	80.0
81 - 90	2	6.2	1	50.0	1.5	0	0.0	1	50.0	1	50.0
71 - 80	4	12.5	1	25.0	1.8	0	0.0	1	25.0	3	75.0
61 - 70	6	18.8	1	16.7	1.3	1	16.6	2	33.3	4	66.7
51 - 60	2	6.2	0	0.0	-	1	50.0	1	50.0	1	50.0
41 - 50	3	9.4	0	0.0	-	0	0.0	0	0.0	3	100.0
31 - 40	3	9.4	0	0.0	-	0	0.0	0	0.0	3	100.0
21 - 30	2	6.2	0	0.0	-	0	0.0	0	0.0	2	100.0
11 - 20	2	6.3	1	50.0	1.6	0	0.0	1	50.0	1	50.0
0 - 10	3	9.4	0	0.0	-	0	0.0	0	0.0	3	100.0
Total	32	100.0	5	15.6	1.5	2	6.3	7	21.9	25	78.1

CHART 23

ARCHITECTURE & BUILDING CONSTRUCTION - VERBAL

CLASS ENTERING (Summer and Fall) 1962 - FIFTH YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Verbal Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Graduating After 5 Years			Surviving After 5th Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%	G.P.R.	No.	%
91-100	4	16.0	0	0.0	-	0	0.0	0	0.0	3	75.0	2.8	1	25.0
81-90	1	4.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	1	100.0
71-80	3	12.0	0	0.0	-	0	0.0	0	0.0	2	66.7	2.6	1	33.3
61-70	4	16.0	1	25.0	1.6	0	0.0	1	25.0	2	50.0	2.6	1	25.0
51-60	1	4.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	1	100.0
41-50	3	12.0	0	0.0	-	0	0.0	0	0.0	1	33.3	2.0	2	66.7
31-40	3	12.0	0	0.0	-	0	0.0	0	0.0	1	33.3	2.5	2	66.7
21-30	2	8.0	0	0.0	-	0	0.0	0	0.0	1	50.0	2.9	1	50.0
11-20	1	4.0	1	100.0	1.3	0	0.0	1	100.0	0	0.0	-	0	0.0
0-10	3	12.0	1	33.3	1.8	0	0.0	1	33.3	0	0.0	-	2	66.7
Total	25	100.0	3	12.0	1.6	0	0.0	3	12.0	10	40.0	2.6	12	48.0

CHART 24

ARCHITECTURE & BUILDING CONSTRUCTION - VERBAL

CLASS ENTERING (Summer and Fall) 1962 - SIXTH YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Verbal Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Graduating After 6 Years			Surviving After 6th Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%	G.P.R.	No.	%
91-100	1	8.3	0	0.0	-	0	0.0	0	0.0	1	100.0	2.0	0	0.0
81-90	1	8.3	0	0.0	-	0	0.0	0	0.0	1	100.0	2.0	0	0.0
71-80	1	8.3	1	100.0	2.0	0	0.0	1	100.0	0	0.0	-	0	0.0
61-70	1	8.3	0	0.0	-	0	0.0	0	0.0	1	100.0	2.0	0	0.0
51-60	1	8.3	0	0.0	-	0	0.0	0	0.0	1	100.0	2.7	0	0.0
41-50	2	16.7	2	100.0	2.0	0	0.0	2	100.0	0	0.0	-	0	0.0
31-40	2	16.7	0	0.0	-	0	0.0	0	0.0	2	100.0	2.3	0	0.0
21-30	1	8.4	0	0.0	-	0	0.0	0	0.0	1	100.0	2.0	0	0.0
11-20	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
0-10	2	16.7	0	0.0	-	0	0.0	0	0.0	0	0.0	-	2	100.0
Total	12	100.0	3	25.0	2.0	0	0.0	3	25.0	7	58.3	2.2	2	16.7

CHART 25

ARCHITECTURE & BUILDING CONSTRUCTION - VERBAL

CLASS ENTERING (Summer and Fall) 1962 - SEVENTH YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Verbal Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Graduating After 7 Years			Eligible to Continue After 7th Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%	G.P.R.	No.	%
91 - 100	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
81 - 90	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
71 - 80	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
61 - 70	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
51 - 60	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
41 - 50	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
31 - 40	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
21 - 30	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
11 - 20	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
0 - 10	2	100.0	0	0.0	-	0	0.0	0	0.0	1	50.0	2.0	1	50.0
Total	2	100.0	0	0.0	-	0	0.0	0	0.0	1	50.0	2.0	1	50.0

CHART 26

ARCHITECTURE & BUILDING CONSTRUCTION - CEEB VERBAL

CLASS ENTERING (Summer and Fall) 1962 - SEVEN YEAR SUMMARY

(Date of Research: June 1969)

CEEB SAT Verbal Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction	Total Graduating In 7 Years			Eligible to Continue			Total Graduating and Eligible		Percent of Reduction**
	No.	%	No.	%	G.P.R.	No.	%	No.	No.	%	G.P.R.	No.	%	G.P.R.	No.	%	%
91 - 100	10	10.4	4	40.0	1.9	2	20.0	6	4	40.0	2.6	0	0.0	-	4	40.0	60.0
81 - 90	10	10.4	5	50.0	2.1	4	40.0	9	1	10.0	2.0	0	0.0	-	1	10.0	90.0
71 - 80	14	14.6	4	28.6	1.8	8	57.1	12	2	14.3	2.6	0	0.0	-	2	14.3	85.7
61 - 70	17	17.7	8	47.1	1.3	6	35.3	14	3	17.6	2.4	0	0.0	-	3	17.6	82.4
51 - 60	6	6.3	2	33.3	0.9	3	50.0	5	1	16.7	2.7	0	0.0	-	1	16.7	83.3
41 - 50	8	8.3	4	50.0	1.5	3	37.5	7	1	12.5	2.0	0	0.0	-	1	12.5	87.5
31 - 40	5	5.2	1	20.0	0.8	1	20.0	2	3	60.0	2.3	0	0.0	-	3	60.0	40.0
21 - 30	8	8.3	2	25.0	0.9	4	50.0	6	2	25.0	2.5	0	0.0	-	2	25.0	75.0
11 - 20	9	9.4	6	66.7	1.2	3	33.3	9	0	0.0	-	0	0.0	-	0	0.0	100.0
0 - 10	9	9.4	3	33.3	1.0	4	44.4	7	1	11.1	1.9	1	11.1	1.8	2	22.2	77.8
Total	96	100.0	39	40.6	1.5	38*	39.6	77	18	18.8	2.4	1	1.0	1.8	19	19.8	80.2

*19 graduated in other schools at Clemson University
**Resigned, dropped for low grades, and changed schools at Clemson University

CHART 27

CHANGED TO ARCHITECTURE AND BUILDING CONSTRUCTION - CEEB VERBAL

CLASS ENTERING (Summer and Fall) 1962-1969

(Date of Research: June 1969)

Decile	Changed From: Agri. and B. S.		Arts and Sciences		Engineering		I.M. and T.S.		Total Changed		Resigned or Dropped			Total Graduating			Eligible to Continue		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	G.P.R.	No.	%	G.P.R.	No.	%	G.P.R.
91 - 100	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	-	0	0.0	-	0	0.0	-
81 - 90	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	-	0	0.0	-	0	0.0	-
71 - 80	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	-	0	0.0	-	0	0.0	-
61 - 70	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	-	0	0.0	-	0	0.0	-
51 - 60	0	0.0	0	0.0	1	100.0	0	0.0	1	50.0	1	100.0	1.4	0	0.0	-	0	0.0	-
41 - 50	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	-	0	0.0	-	0	0.0	-
31 - 40	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	-	0	0.0	-	0	0.0	-
21 - 30	1	100.0	0	0.0	0	0.0	0	0.0	1	50.0	1	100.0	2.1	0	0.0	-	0	0.0	-
11 - 20	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	-	0	0.0	-	0	0.0	-
0 - 10	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	-	0	0.0	-	0	0.0	-
Total	1	100.0	0	0.0	1	100.0	0	0.0	2	100.0	2	100.0	1.7	0	0.0	-	0	0.0	-

CHART 28

ARCHITECTURE & BUILDING CONSTRUCTION - MATH

CLASS ENTERING (Summer and Fall) 1962 - FIRST YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Math Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Surviving After 1st Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%
91 - 100	8	8.3	2	25.0	2.4	1	12.5	3	37.5	5	62.5
81 - 90	17	17.7	1	5.9	1.3	3	17.6	4	23.5	13	76.5
71 - 80	11	11.5	0	0.0	-	4	36.4	4	36.4	7	63.6
61 - 70	8	8.3	0	0.0	-	3	37.5	3	37.5	5	62.5
51 - 60	9	9.4	0	0.0	-	2	22.2	2	22.2	7	77.8
41 - 50	10	10.4	2	20.0	0.7	1	10.0	3	30.0	7	70.0
31 - 40	13	13.6	2	15.4	2.2	1	7.7	3	23.1	10	76.9
21 - 30	5	5.2	1	20.0	0.4	0	0.0	1	20.0	4	80.0
11 - 20	10	10.4	2	20.0	0.3	2	20.0	4	40.0	6	60.0
0 - 10	5	5.2	0	0.0	-	1	20.0	1	20.0	4	80.0
Total	96	100.0	10	10.4	1.3	18	18.8	28	29.2	68	70.8

CHART 29

ARCHITECTURE & BUILDING CONSTRUCTION - MATH

CLASS ENTERING (Summer and Fall) 1962 - SECOND YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Math Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Surviving After 2nd Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%
91 - 100	5	7.3	1	20.0	2.7	0	0.0	1	20.0	4	80.0
81 - 90	13	19.1	3	23.1	2.1	2	15.4	5	38.5	8	61.5
71 - 80	7	10.3	1	14.3	1.3	2	28.6	3	42.9	4	57.1
61 - 70	5	7.3	3	60.0	1.9	0	0.0	3	60.0	2	40.0
51 - 60	7	10.3	1	14.3	1.1	1	14.3	2	28.6	5	71.4
41 - 50	7	10.3	2	28.6	0.8	2	28.5	4	57.1	3	42.9
31 - 40	10	14.7	1	10.0	0.9	3	30.0	4	40.0	6	60.0
21 - 30	4	5.9	0	0.0	-	2	50.0	2	50.0	2	50.0
11 - 20	6	8.9	2	33.3	0.9	1	0.0	3	50.0	3	50.0
0 - 10	4	5.9	0	0.0	-	1	25.0	1	25.0	3	75.0
Total	68	100.0	14	20.6	1.5	14	20.6	28	41.2	40	58.8

CHART 30

ARCHITECTURE & BUILDING CONSTRUCTION - MATH

CLASS ENTERING (Summer and Fall) 1962 - THIRD YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Math Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Surviving After 3rd Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%
91 - 100	4	10.0	0	0.0	-	1	25.0	1	25.0	3	75.0
81 - 90	8	20.0	0	0.0	-	1	12.5	1	12.5	7	87.5
71 - 80	4	10.0	1	25.0	1.4	0	0.0	1	25.0	3	75.0
61 - 70	2	5.0	1	50.0	1.3	0	0.0	1	50.0	1	50.0
51 - 60	5	12.5	0	0.0	-	0	0.0	0	0.0	5	100.0
41 - 50	3	7.5	1	33.3	1.1	0	0.0	1	33.3	2	66.7
31 - 40	6	15.0	0	0.0	-	1	16.7	1	16.7	5	83.3
21 - 30	2	5.0	0	0.0	-	0	0.0	0	0.0	2	100.0
11 - 20	3	7.5	0	0.0	-	1	33.3	1	33.3	2	66.7
0 - 10	3	7.5	1	33.3	0.9	0	0.0	1	33.3	2	66.7
Total	40	100.0	4	10.0	1.2	4	10.0	8	20.0	32	80.0

CHART 31

ARCHITECTURE & BUILDING CONSTRUCTION - MATH

CLASS ENTERING (Summer and Fall) 1962 - FOURTH YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Math Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Surviving After 4th Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%
91 - 100	3	9.4	1	33.3	1.3	0	0.0	1	33.3	2	66.7
81 - 90	7	21.9	1	14.3	1.3	0	0.0	1	14.3	6	85.7
71 - 80	3	9.4	0	0.0	-	1	33.3	1	33.3	2	66.7
61 - 70	1	3.1	0	0.0	-	0	0.0	0	0.0	1	100.0
51 - 60	5	15.6	1	20.0	1.5	0	0.0	1	20.0	4	80.0
41 - 50	2	6.2	0	0.0	-	0	0.0	0	0.0	2	100.0
31 - 40	5	15.6	0	0.0	-	0	0.0	0	0.0	5	100.0
21 - 30	2	6.3	1	50.0	1.8	1	50.0	2	100.0	0	0.0
11 - 20	2	6.2	1	50.0	1.6	0	0.0	1	50.0	1	50.0
0 - 10	2	6.3	0	0.0	-	0	0.0	0	0.0	2	100.0
Total	32	100.0	5	15.6	1.5	2	6.3	7	21.9	25	78.1

CHART 32

ARCHITECTURE & BUILDING CONSTRUCTION - MATH

CLASS ENTERING (Summer and Fall) 1962 - FIFTH YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Math Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Graduating After 5 Years			Surviving After 5th Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%	G.P.R.	No.	%
91 - 100	2	8.0	0	0.0	-	0	0.0	0	0.0	2	100.0	2.6	0	0.0
81 - 91	6	24.0	0	0.0	-	0	0.0	0	0.0	3	50.0	2.8	3	50.0
71 - 80	2	8.0	0	0.0	-	0	0.0	0	0.0	2	100.0	2.9	0	0.0
61 - 70	1	4.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	1	100.0
51 - 60	4	16.0	0	0.0	-	0	0.0	0	0.0	1	25.0	2.5	3	75.0
41 - 50	2	8.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	2	100.0
31 - 40	5	20.0	1	20.0	1.6	0	0.0	1	20.0	2	40.0	2.1	2	40.0
21 - 30	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
11 - 20	1	4.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	1	100.0
0 - 10	2	8.0	2	100.0	1.6	0	0.0	2	100.0	0	0.0	-	0	0.0
Total	25	100.0	3	12.0	1.6	0	0.0	3	12.0	10	40.0	2.6	12	48.0

CHART 33

ARCHITECTURE & BUILDING CONSTRUCTION - MATH

CLASS ENTERING (Summer and Fall) 1962 - SIXTH YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Math Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Graduating After 6 Years			Surviving After 6th Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%	G.P.R.	No.	%
91 - 100	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
81 - 90	3	25.0	1	33.3	2.0	0	0.0	1	33.3	1	33.3	2.0	1	33.4
71 - 80	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
61 - 70	1	8.3	0	0.0	-	0	0.0	0	0.0	1	100.0	2.7	0	0.0
51 - 60	3	25.0	0	0.0	-	0	0.0	0	0.0	3	100.0	2.2	0	0.0
41 - 50	2	16.7	0	0.0	-	0	0.0	0	0.0	1	50.0	2.0	1	50.0
31 - 40	2	16.7	1	50.0	1.6	0	0.0	1	50.0	1	50.0	2.0	0	0.0
21 - 30	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
11 - 20	1	8.3	1	100.0	2.3	0	0.0	1	100.0	0	0.0	-	0	0.0
0 - 10	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
Total	12	100.0	3	25.0	2.0	0	0.0	3	25.0	7	58.3	2.2	2	16.7

CHART 34

ARCHITECTURE & BUILDING CONSTRUCTION - MATH

CLASS ENTERING (Summer and Fall) 1962 - SEVENTH YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Math Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Graduating After 7 Years			Eligible to Continue After 7th Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%	G.P.R.	No.	%
91 - 100	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
81 - 90	1	50.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	1	100.0
71 - 80	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
61 - 70	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
51 - 60	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
41 - 50	1	50.0	0	0.0	-	0	0.0	0	0.0	1	100.0	2.0	0	0.0
31 - 40	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
21 - 30	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
11 - 20	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
0 - 10	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
Total	2	100.0	0	0.0	-	0	0.0	0	0.0	1	50.0	2.0	1	50.0

CHART 35

ARCHITECTURE & BUILDING CONSTRUCTION - CEEB MATH

CLASS ENTERING (Summer and Fall) 1962 - SEVEN YEAR SUMMARY

(Date of Research: June 1969)

CEEB SAT Math Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction	Total Graduating in 7 Years			Eligible to Continue			Total Graduating and Eligible		Percent of Reduction**
	No.	%	No.	%	G.P.R.	No.	%	No.	No.	%	G.P.R.	No.	%	G.P.R.	No.	%	%
91 - 100	8	8.3	4	50.0	2.2	2	25.0	6	2	25.0	2.6	0	0.0	-	2	25.0	75.0
81 - 90	17	17.7	6	35.3	1.6	6	35.3	12	4	23.5	2.6	1	5.9	1.8	5	29.4	70.6
71 - 80	11	11.5	2	18.2	1.3	7	63.6	9	2	18.2	2.9	0	0.0	-	2	18.2	81.8
61 - 70	8	8.3	4	50.0	1.8	3	37.5	7	1	12.5	2.7	0	0.0	-	1	12.5	87.5
51 - 60	9	9.4	2	22.2	1.3	3	33.3	5	4	44.4	2.3	0	0.0	-	4	44.4	55.6
41 - 50	10	10.4	5	50.0	0.7	3	30.0	8	2	20.0	2.0	0	0.0	-	2	20.0	80.0
31 - 40	13	13.6	5	38.5	1.7	5	38.5	10	3	23.1	2.1	0	0.0	-	3	23.1	76.9
21 - 30	5	5.2	2	40.0	1.1	3	60.0	5	0	0.0	-	0	0.0	-	0	0.0	100.0
11 - 20	10	10.4	6	60.0	1.0	4	40.0	10	0	0.0	-	0	0.0	-	0	0.0	100.0
0 - 10	5	5.2	3	60.0	1.3	2	40.0	5	0	0.0	-	0	0.0	-	0	0.0	100.0
Total	96	100.0	39	40.6	1.5	38*	39.6	77	18	18.8	2.4	1	1.0	1.8	19	19.8	80.2

*19 graduated in other schools at Clemson University
**Resigned, dropped for low grades, and changed schools at Clemson University

CHART 36

CHANGED TO ARCHITECTURE AND BUILDING CONSTRUCTION - CEEB MATH

CLASS ENTERING (Summer and Fall) 1962

(Date of Research: June 1969)

	Changed From:																		
	Agri. and B. S.		Arts and Sciences		Engineering		I.M. and T.S.		Total Changed		Resigned or Dropped			Total Graduating			Eligible to Continue		
Decile	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	G.P.R.	No.	%	G.P.R.	No.	%	G.P.R.
91 - 100	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	-	0	0.0	-	0	0.0	-
81 - 90	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	-	0	0.0	-	0	0.0	-
71 - 80	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	-	0	0.0	-	0	0.0	-
61 - 70	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	-	0	0.0	-	0	0.0	-
51 - 60	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	-	0	0.0	-	0	0.0	-
41 - 50	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	-	0	0.0	-	0	0.0	-
31 - 40	0	0.0	0	0.0	1	100.0	0	0.0	1	50.0	1	100.0	1.4	0	0.0	-	0	0.0	-
21 - 30	1	100.0	0	0.0	0	0.0	0	0.0	1	50.0	1	100.0	2.1	0	0.0	-	0	0.0	-
11 - 20	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	-	0	0.0	-	0	0.0	-
0 - 10	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	-	0	0.0	-	0	0.0	-
Total	1	100.0	0	0.0	1	100.0	0	0.0	2	100.0	2	100.0	1.7	0	0.0	-	0	0.0	-

CHART 37

ARTS & SCIENCES - VERBAL

CLASS ENTERING (Summer and Fall) 1962 - FIRST YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Verbal Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Surviving After 1st Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%
91 - 100	20	10.1	1	5.0	2.1	1	5.0	2	10.0	18	90.0
81 - 90	22	11.1	0	0.0	-	0	0.0	0	0.0	22	100.0
71 - 80	27	13.7	4	14.8	1.3	5	18.5	9	33.3	18	66.7
61 - 70	14	7.1	4	28.6	0.8	1	7.1	5	35.7	9	64.3
51 - 60	21	10.6	5	23.8	1.2	1	4.8	6	28.6	15	71.4
41 - 50	20	10.1	2	10.0	1.7	2	10.0	4	20.0	16	80.0
31 - 40	15	7.6	3	20.0	1.1	0	0.0	3	20.0	12	80.0
21 - 30	24	12.1	4	16.7	0.6	5	20.8	9	37.5	15	62.5
11 - 20	12	6.1	3	25.0	1.6	0	0.0	3	25.0	9	75.0
0 - 10	23	11.6	3	13.0	0.7	2	8.7	5	21.7	18	78.3
Total	198	100.0	29	14.6	1.1	17	8.6	46	23.2	152	76.8

CHART 38

ARTS & SCIENCES - VERBAL

CLASS ENTERING (Summer and Fall) 1962 - SECOND YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Verbal Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Surviving After 2nd Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%
91 - 100	18	11.8	3	16.7	1.7	0	0.0	3	16.7	15	83.3
81 - 90	22	14.5	2	9.1	2.9	1	4.5	3	13.6	19	86.4
71 - 80	18	11.8	0	0.0	-	0	0.0	0	0.0	18	100.0
61 - 70	9	5.9	2	22.2	1.5	0	0.0	2	22.2	7	77.8
51 - 60	15	9.9	3	20.0	1.7	0	0.0	3	20.0	12	80.0
41 - 50	16	10.6	3	18.8	1.1	0	0.0	3	18.8	13	81.2
31 - 40	12	7.9	4	33.3	1.2	0	0.0	4	33.3	8	66.7
21 - 30	15	9.9	3	20.0	0.7	2	13.3	5	33.3	10	66.7
11 - 20	9	5.9	4	44.4	1.4	0	0.0	4	44.4	5	55.6
0 - 10	18	11.8	1	5.6	1.4	4	22.2	5	27.8	13	72.2
Total	152	100.0	25	16.4	1.4	7	4.6	32	21.1	120	78.9

CHART 39

ARTS & SCIENCES - VERBAL

CLASS ENTERING (Summer and Fall) 1962 - THIRD YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Verbal Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Surviving After 3rd Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%
91 - 100	15	12.5	3	20.0	2.8	0	0.0	3	20.0	12	80.0
81 - 90	19	15.8	1	5.3	3.7	0	0.0	1	5.3	18	94.7
71 - 80	18	15.0	3	16.7	1.1	0	0.0	3	16.7	15	83.3
61 - 70	7	5.9	2	28.6	2.5	1	14.3	3	42.9	4	57.1
51 - 60	12	10.0	0	0.0	-	0	0.0	0	0.0	12	100.0
41 - 50	13	10.8	0	0.0	-	0	0.0	0	0.0	13	100.0
31 - 40	8	6.7	1	12.5	1.3	0	0.0	1	12.5	7	87.5
21 - 30	10	8.3	2	20.0	1.3	0	0.0	2	20.0	8	80.0
11 - 20	5	4.2	2	40.0	1.0	1	20.0	3	60.0	2	40.0
0 - 10	13	10.8	1	7.7	1.3	1	7.7	2	15.4	11	84.6
Total	120	100.0	15	12.5	1.8	3	2.5	18	15.0	102	85.0

CHART 40

ARTS & SCIENCES - VERBAL

CLASS ENTERING (Summer and Fall) 1962 - FOURTH YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Verbal Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Graduating After 4 Years			Remaining in College After 4th Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%	G.P.R.	No.	%
91 - 100	12	11.8	0	0.0	-	0	0.0	0	0.0	6	50.0	3.0	6	50.0
81 - 90	18	17.6	0	0.0	-	0	0.0	0	0.0	12	66.7	2.6	6	33.3
71 - 80	15	14.7	2	13.3	2.2	0	0.0	2	13.3	6	40.0	2.5	7	46.7
61 - 70	4	3.9	0	0.0	-	0	0.0	0	0.0	3	75.0	3.0	1	25.0
51 - 60	12	11.8	2	16.7	1.5	0	0.0	2	16.7	5	41.7	2.6	5	41.6
41 - 50	13	12.7	0	0.0	-	0	0.0	0	0.0	6	46.2	2.5	7	53.8
31 - 40	7	6.9	1	14.3	1.6	1	14.3	2	28.6	2	28.6	2.1	3	42.8
21 - 30	8	7.8	0	0.0	-	0	0.0	0	0.0	5	62.5	2.2	3	37.5
11 - 20	2	2.0	0	0.0	-	0	0.0	0	0.0	1	50.0	2.3	1	50.0
0 - 10	11	10.8	4	36.4	1.0	1	9.1	5	45.5	3	27.3	2.2	3	27.2
Total	102	100.0	9	8.8	1.4	2	2.0	11	10.8	49	48.0	2.5	42	41.2

CHART 41

ARTS & SCIENCES - VERBAL

CLASS ENTERING (Summer and Fall) 1962 - FIFTH YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Verbal Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Graduating After 5 Years			Remaining in College After 5th Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%	G.P.R.	No.	%
91 - 100	6	14.3	1	16.7	1.8	0	0.0	1	16.7	4	66.7	2.6	1	16.6
81 - 90	6	14.3	0	0.0	-	0	0.0	0	0.0	4	66.7	2.1	2	33.3
71 - 80	7	16.7	2	28.6	1.1	0	0.0	2	28.6	3	42.9	2.2	2	28.5
61 - 70	1	2.4	0	0.0	-	0	0.0	0	0.0	0	0.0	-	1	100.0
51 - 60	5	11.9	1	20.0	1.1	0	0.0	1	20.0	4	80.0	2.0	0	0.0
41 - 50	7	16.7	0	0.0	-	0	0.0	0	0.0	3	42.9	2.1	4	57.1
31 - 40	3	7.1	1	33.3	0.8	0	0.0	1	33.3	1	33.3	2.0	1	33.4
21 - 30	3	7.1	0	0.0	-	0	0.0	0	0.0	3	100.0	2.1	0	0.0
11 - 20	1	2.4	0	0.0	-	0	0.0	0	0.0	1	100.0	1.9	0	0.0
0 - 10	3	7.1	0	0.0	-	0	0.0	0	0.0	1	33.3	3.0	2	66.7
Total	42	100.0	5	11.9	1.2	0	0.0	5	11.9	24	57.1	2.2	13	31.0

CHART 42

ARTS & SCIENCES - VERBAL

CLASS ENTERING (Summer and Fall) 1962 - SIXTH YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Verbal Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Graduating After 6 Years			Remaining in College After 6th Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%	G.P.R.	No.	%
91 - 100	1	7.7	1	100.0	1.3	0	0.0	1	100.0	0	0.0	-	0	0.0
81 - 90	2	15.4	0	0.0	-	0	0.0	0	0.0	2	100.0	2.0	0	0.0
71 - 80	2	15.4	1	50.0	1.6	0	0.0	1	50.0	0	0.0	-	1	50.0
61 - 70	1	7.7	1	100.0	1.7	0	0.0	1	100.0	0	0.0	-	0	0.0
51 - 60	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
41 - 50	4	30.7	1	25.0	1.6	0	0.0	1	25.0	1	25.0	1.9	2	50.0
31 - 40	1	7.7	0	0.0	-	0	0.0	0	0.0	1	100.0	2.0	0	0.0
21 - 30	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
11 - 20	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
0 - 10	2	15.4	1	50.0	1.8	0	0.0	1	50.0	0	0.0	-	1	50.0
Total	13	100.0	5	38.5	1.6	0	0.0	5	38.5	4	30.7	2.0	4	30.8

CHART 43

ARTS & SCIENCES - VERBAL

CLASS ENTERING (Summer and Fall) 1962 - SEVENTH YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Verbal Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Graduating After 7 Years			Eligible to Continue After 7th Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%	G.P.R.	No.	%
91 - 100	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
81 - 90	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
71 - 80	1	25.0	0	0.0	-	0	0.0	0	0.0	1	100.0	1.9	0	0.0
61 - 70	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
51 - 60	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
41 - 50	2	50.0	2	100.0	1.8	0	0.0	2	100.0	0	0.0	-	0	0.0
31 - 40	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
21 - 30	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
11 - 20	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
0 - 10	1	25.0	1	100.0	1.7	0	0.0	1	100.0	0	0.0	-	0	0.0
Total	4	100.0	3	75.0	1.8	0	0.0	3	75.0	1	25.0	1.9	0	0.0

CHART 44

ARTS & SCIENCES - CEEB VERBAL

CLASS ENTERING (Summer and Fall) 1962 - SEVEN YEAR SUMMARY

(Date of Research: June 1969)

CEEB SAT Verbal Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction	Total Graduating in 7 Years			Eligible to Continue			Total Graduating and Eligible		Percent of Reduction**
	No.	%	No.	%	G.P.R.	No.	%	No.	No.	%	G.P.R.	No.	%	G.P.R.	No.	%	%
91 - 100	20	10.1	9	45.0	2.1	1	5.0	10	10	50.0	2.8	0	0.0	-	10	50.0	50.0
81 - 90	22	11.1	3	13.7	3.2	1	4.5	4	18	81.8	2.4	0	0.0	-	18	81.8	18.2
71 - 80	27	13.7	12	44.5	1.3	5	18.5	17	10	37.0	2.4	0	0.0	-	10	37.0	63.0
61 - 70	14	7.1	9	64.3	1.4	2	14.3	11	3	21.4	3.0	0	0.0	-	3	21.4	78.6
51 - 60	21	10.6	11	52.4	1.4	1	4.7	12	9	42.9	2.3	0	0.0	-	9	42.9	57.1
41 - 50	20	10.1	8	40.0	1.4	2	10.0	10	10	50.0	2.3	0	0.0	-	10	50.0	50.0
31 - 40	15	7.6	10	66.7	1.2	1	6.6	11	4	26.7	2.1	0	0.0	-	4	26.7	73.3
21 - 30	24	12.1	9	37.5	0.7	7	29.2	16	8	33.3	2.1	0	0.0	-	8	33.3	66.7
11 - 20	12	6.1	9	75.0	1.3	1	8.3	10	2	16.7	2.1	0	0.0	-	2	16.7	83.3
0 - 10	23	11.6	11	47.8	1.1	8	34.8	19	4	17.4	2.4	0	0.0	-	4	17.4	82.6
Total	198	100.0	91	46.0	1.4	29*	14.7	120	78	39.4	2.4	0	0.0	-	78	39.4	60.6

*13 graduated in other schools at Clemson University
**Resigned, dropped for low grades, and changed schools at Clemson University

CHART 45

CHANGED TO ARTS AND SCIENCES - CEEB VERBAL

CLASS ENTERING (Summer and Fall) 1962-1969

(Date of Research: June 1969)

Decile	Changed From: Agri. and B. S.		Arch. and B. C.		Engineering		I.M. and T.S.		Total Changed		Resigned or Dropped			Total Graduating			Eligible to Continue		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	G.P.R.	No.	%	G.P.R.	No.	%	G.P.R.
91 - 100	1	10.0	1	4.8	14	15.7	1	3.1	17	11.2	5	29.4	1.5	11	64.7	2.6	1	5.9	2.6
81 - 90	2	20.0	4	19.1	7	7.9	3	9.4	16	10.5	10	62.5	1.4	6	37.5	2.3	0	0.0	-
71 - 80	3	30.0	4	19.0	15	16.9	0	0.0	22	14.5	12	54.5	1.5	10	45.5	2.2	0	0.0	-
61 - 70	0	0.0	2	9.5	11	12.3	4	12.5	17	11.2	5	29.4	1.5	12	70.6	2.3	0	0.0	-
51 - 60	1	10.0	2	9.5	8	9.0	4	12.5	15	9.9	7	46.7	1.4	8	53.3	2.2	0	0.0	-
41 - 50	1	10.0	2	9.5	9	10.1	6	18.8	18	11.8	11	61.1	1.4	7	38.9	2.2	0	0.0	-
31 - 40	1	10.0	0	0.0	12	13.5	2	6.2	15	9.9	8	53.3	1.5	7	46.7	2.7	0	0.0	-
21 - 30	0	0.0	3	14.3	6	6.7	4	12.5	13	8.5	4	30.8	1.4	9	69.2	2.2	0	0.0	-
11 - 20	0	0.0	2	9.5	3	3.4	4	12.5	9	5.9	7	77.8	1.1	2	22.2	2.0	0	0.0	-
0 - 10	1	10.0	1	4.8	4	4.5	4	12.5	10	6.6	5	50.0	0.9	5	50.0	2.1	0	0.0	-
Total	10	100.0	21	100.0	89	100.0	32	100.0	152	100.0	74	48.7	1.4	77	50.7	2.3	1	0.6	2.6

CHART 46

ARTS & SCIENCES - MATH

CLASS ENTERING (Summer and Fall) 1962 - FIRST YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Math Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Surviving After 1st Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%
91 - 100	22	11.1	1	4.5	2.1	2	9.1	3	13.6	19	86.4
81 - 90	15	7.6	1	6.7	3.4	1	6.7	2	13.3	13	86.7
71 - 80	11	5.6	4	36.4	0.7	0	0.0	4	36.4	7	63.6
61 - 70	15	7.6	2	13.3	0.5	3	20.0	5	33.3	10	66.7
51 - 60	17	8.6	1	5.9	0.0	1	5.9	2	11.8	15	88.2
41 - 50	20	10.1	5	25.0	1.1	3	15.0	8	40.0	12	60.0
31 - 40	25	12.6	3	12.0	0.9	1	4.0	4	16.0	21	84.0
21 - 30	20	10.1	2	10.0	1.7	2	10.0	4	20.0	16	80.0
11 - 20	27	13.6	6	22.2	1.1	3	11.1	9	33.3	18	66.7
0 - 10	26	13.1	4	15.4	1.1	1	3.8	5	19.2	21	80.8
Total	198	100.0	29	14.6	1.1	17	8.6	46	23.2	152	76.8

CHART 47

ARTS & SCIENCES - MATH

CLASS ENTERING (Summer and Fall) 1962 - SECOND YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Math Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Surviving After 2nd Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%
91 - 100	19	12.5	0	0.0	-	1	5.3	1	5.3	18	94.7
81 - 90	13	8.6	3	23.1	1.9	0	0.0	3	23.1	10	76.9
71 - 80	7	4.6	1	14.3	3.3	0	0.0	1	14.3	6	85.7
61 - 70	10	6.6	2	20.0	1.6	2	20.0	4	40.0	6	60.0
51 - 60	15	9.9	2	13.3	2.9	0	0.0	2	13.3	13	86.7
41 - 50	12	7.9	3	25.0	1.1	1	8.3	4	33.3	8	66.7
31 - 40	21	13.8	2	9.5	0.9	1	9.5	3	14.3	18	85.7
21 - 30	16	10.5	4	25.0	1.3	1	6.2	5	31.2	11	68.8
11 - 20	18	11.8	1	5.6	1.1	1	5.5	2	11.1	16	88.9
0 - 10	21	13.8	7	33.3	0.9	0	0.0	7	33.3	14	66.7
Total	152	100.0	25	16.4	1.4	7	4.6	32	21.1	120	78.9

CHART 48

ARTS & SCIENCES - MATH

CLASS ENTERING (Summer and Fall) 1962 - THIRD YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Math Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Surviving After 3rd Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%
91 - 100	18	15.0	1	5.6	3.2	0	0.0	1	5.6	17	94.4
81 - 90	10	8.3	0	0.0	-	0	0.0	0	0.0	10	100.0
71 - 80	6	5.0	2	33.3	2.0	0	0.0	2	33.3	4	66.7
61 - 70	6	5.0	2	33.3	1.5	1	16.7	3	50.0	3	50.0
51 - 60	13	10.8	2	15.4	3.0	0	0.0	2	15.4	11	84.6
41 - 50	8	6.7	0	0.0	-	0	0.0	0	0.0	8	100.0
31 - 40	18	15.0	2	11.1	1.3	1	5.6	3	16.7	15	83.3
21 - 30	11	9.2	1	9.1	1.3	0	0.0	1	9.1	10	90.9
11 - 20	16	13.3	2	12.5	1.5	0	0.0	2	12.5	14	87.5
0 - 10	14	11.7	3	21.4	1.4	1	7.2	4	28.6	10	71.4
Total	120	100.0	15	12.5	1.8	3	2.5	18	15.0	102	85.0

CHART 49

ARTS & SCIENCES - MATH

CLASS ENTERING (Summer and Fall) 1962 - FOURTH YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT MATH Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Graduating After 4 Years			Surviving After 4th Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%	G.P.R.	No.	%
91 - 100	17	16.7	0	0.0	-	0	0.0	0	0.0	11	64.7	2.8	6	35.3
81 - 90	10	9.8	0	0.0	-	0	0.0	0	0.0	5	50.0	2.8	5	50.0
71 - 80	4	3.9	0	0.0	-	0	0.0	0	0.0	2	50.0	2.6	2	50.0
61 - 70	3	2.9	1	33.3	2.7	0	0.0	1	33.3	1	33.4	2.3	1	33.3
51 - 60	11	10.8	1	9.1	1.6	0	0.0	1	9.1	6	54.5	2.6	4	36.4
41 - 50	8	7.9	2	25.0	1.7	0	0.0	2	25.0	4	50.0	2.6	2	25.0
31 - 40	15	14.7	0	0.0	-	0	0.0	0	0.0	9	60.0	2.5	6	40.0
21 - 30	10	9.8	2	20.0	1.1	2	20.0	4	40.0	4	40.0	2.2	2	20.0
11 - 20	14	13.7	2	14.3	1.0	0	0.0	2	14.3	5	35.7	2.1	7	50.0
0 - 10	10	9.8	1	10.0	1.0	0	0.0	1	10.0	2	20.0	2.5	7	70.0
Total	102	100.0	9	8.8	1.4	2	2.0	11	10.8	49	48.0	2.5	42	41.2

CHART 50

ARTS & SCIENCES - MATH

CLASS ENTERING (Summer and Fall) 1962 - FIFTH YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Math Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Graduating After 5 Years			Surviving After 5th Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%	G.P.R.	No.	%
91 - 100	6	14.3	0	0.0	-	0	0.0	0	0.0	5	83.3	2.2	1	16.7
81 - 90	5	11.9	0	0.0	-	0	0.0	0	0.0	3	60.0	2.2	2	40.0
71 - 80	2	4.7	0	0.0	-	0	0.0	0	0.0	1	50.0	2.8	1	50.0
61 - 70	1	2.4	0	0.0	-	0	0.0	0	0.0	1	100.0	3.0	0	0.0
51 - 60	4	9.5	0	0.0	-	0	0.0	0	0.0	3	75.0	2.4	1	25.0
41 - 50	2	4.7	0	0.0	-	0	0.0	0	0.0	2	100.0	2.2	0	0.0
31 - 40	6	14.3	1	16.7	1.6	0	0.0	1	16.7	4	66.7	2.0	1	16.6
21 - 30	2	4.8	2	100.0	1.5	0	0.0	2	100.0	0	0.0	-	0	0.0
11 - 20	7	16.7	0	0.0	-	0	0.0	0	0.0	3	42.9	2.1	4	57.1
0 - 10	7	16.7	2	28.6	0.6	0	0.0	2	28.6	2	28.6	2.0	3	42.8
Total	42	100.0	5	11.9	1.2	0	0.0	5	11.9	24	57.1	2.2	13	31.0

CHART 51

ARTS & SCIENCES - MATH

CLASS ENTERING (Summer and Fall) 1962 - SIXTH YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Math Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Graduating After 6 Years			Surviving After 6th Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%	G.P.R.	No.	%
91 - 100	1	7.7	1	100.0	1.3	0	0.0	1	100.0	0	0.0	-	0	0.0
81 - 90	2	15.4	0	0.0	-	0	0.0	0	0.0	2	100.0	2.0	0	0.0
71 - 80	1	7.7	0	0.0	-	0	0.0	0	0.0	1	100.0	1.9	0	0.0
61 - 70	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
51 - 60	1	7.7	0	0.0	-	0	0.0	0	0.0	0	0.0	-	1	100.0
41 - 50	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
31 - 40	1	7.7	1	100.0	1.8	0	0.0	1	100.0	0	0.0	-	0	0.0
21 - 30	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
11 - 20	4	30.7	2	50.0	1.6	0	0.0	2	50.0	1	25.0	2.0	1	25.0
0 - 10	3	23.1	1	33.3	1.6	0	0.0	1	33.3	0	0.0	-	2	66.7
Total	13	100.0	5	38.5	1.6	0	0.0	5	38.5	4	30.7	2.0	4	30.8

CHART 52

ARTS & SCIENCES - MATH

CLASS ENTERING (Summer and Fall) 1962 - SEVENTH YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Math Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Graduating After 7 Years			Eligible to Continue After 7th Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%	G.P.R.	No.	%
91 - 100	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
81 - 90	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
71 - 80	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
61 - 70	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
51 - 60	1	25.0	0	0.0	-	0	0.0	0	0.0	1	100.0	1.9	0	0.0
41 - 50	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
31 - 40	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
21 - 30	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
11 - 20	1	25.0	1	100.0	1.8	0	0.0	1	100.0	0	0.0	-	0	0.0
0 - 10	2	50.0	2	100.0	1.8	0	0.0	2	100.0	0	0.0	-	0	0.0
Total	4	100.0	3	75.0	1.8	0	0.0	3	75.0	1	25.0	1.9	0	0.0

CHART 53

ARTS & SCIENCES - CEEB MATH

CLASS ENTERING (Summer and Fall) 1962 - SEVEN YEAR SUMMARY

(Date of Research: June 1969)

CEEB SAT Math Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction	Total Graduating in 7 Years			Eligible to Continue			Total Graduating and Eligible		Percent of Reduction**
	No.	%	No.	%	G.P.R.	No.	%	No.	No.	%	G.P.R.	No.	%	G.P.R	No.	%	%
91 - 100	22	11.1	3	13.6	2.2	3	13.7	6	16	72.7	2.5	0	0.0	-	16	72.7	27.3
81 - 90	15	7.6	4	26.7	2.3	1	6.7	5	10	66.7	2.7	0	0.0	-	10	66.7	33.3
71 - 80	11	5.6	7	63.6	1.4	0	0.0	7	4	36.4	2.4	0	0.0	-	4	36.4	63.6
61 - 70	15	7.6	7	46.7	1.3	6	40.0	13	2	13.3	2.6	0	0.0	-	2	13.3	86.7
51 - 60	17	8.6	6	35.3	2.3	1	5.9	7	10	58.8	2.5	0	0.0	-	10	58.8	41.2
41 - 50	20	10.1	10	50.0	1.2	4	20.0	14	6	30.0	2.4	0	0.0	-	6	30.0	70.0
31 - 40	25	12.6	9	36.0	1.2	3	12.0	12	13	52.0	2.3	0	0.0	-	13	52.0	48.0
21 - 30	20	10.1	11	55.0	1.4	5	25.0	16	4	20.0	2.2	0	0.0	-	4	20.0	80.0
11 - 20	27	13.6	14	51.9	1.2	4	14.8	18	9	33.3	2.1	0	0.0	-	9	33.3	66.7
0 - 10	26	13.1	20	76.9	1.1	2	7.7	22	4	15.4	2.2	0	0.0	-	4	15.4	84.6
Total	198	100.0	91	46.0	1.4	29*	14.7	120	78	39.4	2.4	0	0.0	-	78	39.4	60.6

*13 graduated in other schools at Clemson University
**Resigned, dropped for low grades, and changed schools at Clemson University

CHART 54

CHANGED TO ARTS AND SCIENCES - CEEB MATH

CLASS ENTERING (Summer and Fall) 1969

(Date of Research: June 1969)

Decile	Changed From: Agri. and B. S.		Arch. and B. C.		Engineering		I.M. and T.S.		Total Changed		Resigned or Dropped			Total Graduating			Eligible to Continue		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	G.P.R.	No.	%	G.P.R.	No.	%	G.P.R.
91 - 100	0	0.0	1	4.8	9	10.1	0	0.0	10	6.6	3	3.0	2.0	7	70.0	2.7	0	0.0	-
81 - 90	0	0.0	4	19.0	13	14.6	0	0.0	17	11.2	6	35.3	1.7	11	64.7	2.4	0	0.0	-
71 - 80	1	10.0	3	14.3	10	11.2	0	0.0	14	9.2	6	42.9	1.6	7	50.0	2.6	1	7.1	2.6
61 - 70	1	10.0	2	9.5	12	13.5	3	9.4	18	11.8	6	33.3	1.3	12	66.7	2.4	0	0.0	-
51 - 60	1	10.0	2	9.5	11	12.4	5	15.6	19	12.5	8	42.1	1.4	11	57.9	2.3	0	0.0	-
41 - 50	1	10.0	1	4.8	7	7.9	4	12.5	13	8.6	8	61.5	1.4	5	38.5	2.3	0	0.0	-
31 - 40	1	10.0	3	14.3	8	9.0	4	12.5	16	10.5	11	68.8	1.3	5	31.2	2.2	0	0.0	-
21 - 30	3	30.0	2	9.5	8	9.0	4	12.5	17	11.2	7	41.2	1.4	10	58.8	2.2	0	0.0	-
11 - 20	0	0.0	1	4.8	58	5.6	8	25.0	14	9.2	9	64.3	1.0	5	35.7	2.0	0	0.0	-
0 - 10	2	20.0	2	9.5	6	6.7	4	12.5	14	9.2	10	71.4	1.4	4	28.6	2.1	0	0.0	-
Total	10	100.0	21	100.0	89	100.0	32	100.0	152	100.0	74	48.7	1.4	77	50.7	2.3	1	0.6	2.6

CHART 55

ENGINEERING - VERBAL

CLASS ENTERING (Summer and Fall) 1962 - FIRST YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Verbal Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Surviving After 1st Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%
91 - 100	59	11.4	1	1.7	0.9	13	1.7	14	23.7	45	76.3
81 - 90	57	11.0	7	12.3	1.4	7	12.3	14	24.6	43	75.4
71 - 80	46	8.9	4	8.7	1.7	9	19.6	13	28.3	33	71.7
61 - 70	68	13.2	9	13.3	1.3	9	13.2	18	26.5	50	73.5
51 - 60	55	10.7	11	20.0	1.2	9	16.4	20	36.4	35	63.6
41 - 50	49	9.5	6	12.2	1.5	10	20.5	16	32.7	33	67.3
31 - 40	49	9.5	4	8.2	0.5	17	34.7	21	42.9	28	57.1
21 - 30	47	9.1	7	14.9	1.0	11	23.4	18	38.3	29	61.7
11 - 20	49	9.5	10	20.4	0.9	8	16.3	18	36.7	31	63.3
0 - 10	37	7.2	9	24.3	0.3	10	27.1	19	51.4	18	48.6
Total	516	100.0	68	13.1	1.0	103	20.0	171	33.1	345	66.9

CHART 56

ENGINEERING - VERBAL

CLASS ENTERING (Summer and Fall) 1962 - SECOND YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Verbal Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Surviving After 2nd Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%
91 - 100	45	13.0	3	6.7	1.3	8	17.8	11	24.5	34	75.5
81 - 90	43	12.5	2	4.7	2.0	12	27.9	14	32.6	29	67.4
71 - 80	33	9.6	2	6.0	1.9	9	27.3	11	33.3	22	66.7
61 - 70	50	14.5	4	8.0	1.6	12	24.0	16	32.0	34	68.0
51 - 60	35	10.1	3	8.6	1.5	4	11.4	7	20.0	28	80.0
41 - 50	33	9.6	3	9.1	1.5	8	24.2	11	33.3	22	66.7
31 - 40	28	8.1	6	21.4	0.9	8	28.6	14	50.0	14	50.0
21 - 30	29	8.4	5	17.3	1.0	7	24.1	12	41.4	17	58.6
11 - 20	31	9.0	6	19.4	1.0	8	25.8	14	45.2	17	54.8
0 - 10	18	5.2	3	16.7	0.7	3	16.6	6	33.3	12	66.7
Total	345	100.0	37	10.7	1.2	79	22.9	116	33.6	229	66.4

CHART 57

ENGINEERING - VERBAL

CLASS ENTERING (Summer and Fall) 1962 - THIRD YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Verbal Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Surviving After 3rd Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%
91 - 100	34	14.9	2	5.9	1.6	1	2.9	3	8.8	31	91.2
81 - 90	29	12.7	1	3.4	1.2	2	6.9	3	10.3	26	89.7
71 - 80	22	9.6	0	0.0	-	2	9.1	2	9.1	20	90.9
61 - 70	34	14.9	1	2.9	1.3	7	20.6	8	23.5	26	76.5
51 - 60	28	12.2	2	7.1	1.2	7	25.0	9	32.1	19	67.9
41 - 50	22	9.6	1	4.5	1.4	3	13.7	4	18.2	18	81.8
31 - 40	14	6.1	1	7.1	1.5	4	28.6	5	35.7	9	64.3
21 - 30	17	7.4	1	5.9	1.6	3	17.6	4	23.5	13	76.5
11 - 20	17	7.4	3	17.6	1.2	1	5.9	4	23.5	13	76.5
0 - 10	12	5.2	3	25.0	1.4	2	16.7	5	41.7	7	58.3
Total	229	100.0	15	6.6	1.3	32	13.9	47	20.5	182	79.5

CHART 58

ENGINEERING - VERBAL

CLASS ENTERING (Summer and Fall) 1962 - FOURTH YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Verbal Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Graduating After 4 Years			Surviving After 4th Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%	G.P.R.	No.	%
91 - 100	31	17.0	3	9.7	1.6	0	0.0	3	9.7	17*	54.8	2.9	11	35.5
81 - 90	26	14.3	1	3.8	1.4	1	3.9	2	7.7	10	38.5	2.8	14	53.8
71 - 80	20	11.0	0	0.0	-	1	5.0	1	5.0	11	55.0	2.5	8	40.0
61 - 70	26	14.3	0	0.0	-	0	0.0	0	0.0	10	38.5	2.8	16	61.5
51 - 60	19	10.4	3	15.8	1.7	1	5.3	4	21.1	3	15.8	2.6	12	63.1
41 - 50	18	9.9	0	0.0	-	0	0.0	0	0.0	11	61.1	2.7	7	38.9
31 - 40	9	4.9	0	0.0	-	0	0.0	0	0.0	1	11.1	2.7	8	88.9
21 - 30	13	7.5	0	0.0	-	0	0.0	0	0.0	5	38.5	2.7	8	61.5
11 - 20	13	7.5	2	15.4	1.4	1	7.7	3	23.1	3	23.1	2.2	7	53.8
0 - 10	7	3.8	1	14.3	1.5	1	14.3	2	28.6	0	0.0	-	5	71.4
Total	182	100.0	10	5.5	1.5	5	2.7	15	8.2	71	39.0	2.7	96	52.8

*1 graduated in August 1965.

CHART 59

ENGINEERING - VERBAL

CLASS ENTERING (Summer and Fall) 1962 - FIFTH YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Verbal Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Graduating After 5 Years			Surviving After 5th Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%	G.P.R.	No.	%
91 - 100	11	11.5	0	0.0	-	0	0.0	0	0.0	10	90.9	2.4	1	9.1
81 - 90	14	14.6	0	0.0	-	0	0.0	0	0.0	10	71.4	2.1	4	28.6
71 - 80	8	8.3	1	12.5	1.6	0	0.0	1	12.5	5	62.5	2.3	2	25.0
61 - 70	16	16.7	0	0.0	-	0	0.0	0	0.0	13	81.3	2.1	3	18.7
51 - 60	12	12.5	2	16.7	1.4	0	0.0	2	16.7	9	75.0	2.3	1	8.3
41 - 50	7	7.3	0	0.0	-	0	0.0	0	0.0	7	100.0	2.0	0	0.0
31 - 40	8	8.3	1	12.5	1.6	0	0.0	1	12.5	5	62.5	2.4	2	25.0
21 - 30	8	8.3	0	0.0	-	0	0.0	0	0.0	5	62.5	2.2	3	37.5
11 - 20	7	7.3	0	0.0	-	0	0.0	0	0.0	6	85.7	2.1	1	14.3
0 - 10	5	5.2	0	0.0	-	0	0.0	0	0.0	5	100.0	2.1	0	0.0
Total	96	100.0	4	4.2	1.5	0	0.0	4	4.2	75	78.1	2.2	17	17.7

CHART 60

ENGINEERING - VERBAL

CLASS ENTERING (Summer and Fall) 1962 - SIXTH YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Verbal Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Graduating After 6 Years			Surviving After 6th Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%	G.P.R.	No.	%
91 - 100	1	5.9	0	0.0	-	0	0.0	0	0.0	1	100.0	2.1	0	0.0
81 - 90	4	23.5	0	0.0	-	0	0.0	0	0.0	2	50.0	1.9	2	50.0
71 - 80	2	11.8	1	50.0	0.7	0	0.0	1	50.0	1	50.0	1.9	0	0.0
61 - 70	3	17.6	2	66.7	2.2	0	0.0	2	66.7	0	0.0	-	1	33.3
51 - 60	1	5.9	0	0.0	-	0	0.0	0	0.0	0	0.0	-	1	100.0
41 - 50	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
31 - 40	2	11.8	0	0.0	-	0	0.0	0	0.0	2	100.0	2.0	0	0.0
21 - 30	3	17.6	1	33.3	1.9	0	0.0	1	33.3	1	33.3	2.0	1	33.4
11 - 20	1	5.9	0	0.0	-	0	0.0	0	0.0	1	100.0	2.0	0	0.0
0 - 10	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
Total	17	100.0	4	23.5	1.7	0	0.0	4	23.5	8	47.1	2.0	5	29.4

CHART 61

ENGINEERING - VERBAL

CLASS ENTERING (Summer and Fall) 1962 - SEVENTH YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Verbal Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Graduating After 7 Years			Eligible to Continue After 7th Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%	G.P.R.	No.	%
91 - 100	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
81 - 90	2	40.0	0	0.0	-	0	0.0	0	0.0	1	50.0	1.9	1	50.0
71 - 80	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
61 - 70	1	20.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	1	100.0
51 - 60	1	20.0	1	100.0	1.9	0	0.0	1	100.0	0	0.0	-	0	0.0
41 - 50	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
31 - 40	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
21 - 30	1	20.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	1	100.0
11 - 20	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
0 - 10	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
Total	5	100.0	1	20.0	1.9	0	0.0	1	20.0	1	20.0	1.9	3	60.0

CHART 62

ENGINEERING - CEEB VERBAL

CLASS ENTERING (Summer and Fall) 1962 - SEVEN YEAR SUMMARY

(Date of Research: June 1969)

CEEB SAT Verbal Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction	Total Graduating in 7 Years			Eligible to Continue			Total Graduating and Eligible		Percent of Reduction**
	No.	%	No.	%	G.P.R.	No.	%	No.	No.	%	G.P.R.	No.	%	G.P.R.	No.	%	%
91 - 100	59	11.4	9	15.2	1.4	22	37.3	31	28	47.5	2.7	0	0.0	-	28	47.5	52.5
81 - 90	57	11.0	11	19.3	1.5	22	38.6	33	23	40.3	2.4	1	1.8	2.0	24	42.1	57.9
71 - 80	46	8.9	8	17.4	1.6	21	45.6	29	17	37.0	2.4	0	0.0	-	17	37.0	63.0
61 - 70	68	13.2	16	23.5	1.4	28	41.2	44	23	33.8	2.4	1	1.5	1.8	24	35.3	64.7
51 - 60	55	10.7	22	40.0	1.3	21	38.2	43	12	21.8	2.3	0	0.0	-	12	21.8	78.2
41 - 50	49	9.5	10	20.4	1.5	21	42.9	31	18	36.7	2.4	0	0.0	-	18	36.7	63.3
31 - 40	49	9.5	12	24.5	0.9	29	59.2	41	8	16.3	2.4	0	0.0	-	8	16.3	83.7
21 - 30	47	9.1	14	29.8	1.4	21	44.7	35	11	23.4	2.4	1	2.1	2.2	12	25.5	74.5
11 - 20	49	9.5	21	42.9	1.0	18	36.7	39	10	20.4	2.1	0	0.0	-	10	20.4	79.6
0 - 10	37	7.2	16	43.2	0.7	16	43.3	32	5	13.5	2.1	0	0.0	-	5	13.5	86.5
Total	516	100.0	139	26.9	1.2	219*	42.5	358	155	30.0	2.1	3	0.6	2.0	158	30.6	69.4

*133 graduated in other schools at Clemson University and 2 are eligible to continue in other schools
**Resigned, dropped for low grades, and changed schools at Clemson University

CHART 63

CHANGED TO ENGINEERING - CEEB VERBAL

CLASS ENTERING (Summer and Fall) 1962-1969

(Date of Research: June 1969)

Decile	Changed From: Agri. and B. S.		Arch. and B. C.		Arts and Sciences		I.M. and T.S.		Total Changed		Resigned or Dropped			Total Graduating			Eligible to Continue		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	G.P.R.	No.	%	G.P.R.	No.	%	G.P.R.
91 - 100	1	33.3	0	0.0	0	0.0	0	0.0	1	5.0	0	0.0	-	1	100.0	2.1	0	0.0	-
81 - 90	0	0.0	0	0.0	1	25.0	1	25.0	2	10.0	1	50.0	0.8	1	50.0	2.1	0	0.0	-
71 - 80	0	0.0	3	33.4	2	50.0	0	0.0	5	25.0	1	20.0	1.9	4	80.0	2.3	0	0.0	-
61 - 70	0	0.0	2	22.2	0	0.0	1	25.0	3	15.0	1	33.3	1.1	2	66.7	2.6	0	0.0	-
51 - 60	0	0.0	1	11.1	0	0.0	0	0.0	1	5.0	0	0.0	-	1	100.0	3.0	0	0.0	-
41 - 50	0	0.0	0	0.0	0	0.0	1	25.0	1	5.0	0	0.0	-	1	100.0	2.0	0	0.0	-
31 - 40	1	33.3	0	0.0	0	0.0	0	0.0	1	5.0	0	0.0	-	1	100.0	2.6	0	0.0	-
21 - 30	0	0.0	1	11.1	1	25.0	1	25.0	3	15.0	1	33.3	1.5	2	66.7	2.3	0	0.0	-
11 - 20	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	-	0	0.0	-	0	0.0	-
0 - 10	1	33.4	2	22.2	0	0.0	0	0.0	3	15.0	1	33.3	1.0	2	66.7	2.0	0	0.0	-
Total	3	100.0	9	100.0	4	100.0	4	100.0	20	100.0	5	25.0	1.3	15	75.0	2.3	0	0.0	-

CHART 64

ENGINEERING - MATH

CLASS ENTERING (Summer and Fall) 1962 - FIRST YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Math Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Surviving After 1st Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%
91 - 100	65	12.6	4	6.1	1.1	5	7.7	9	13.8	56	86.2
81 - 90	63	12.2	5	7.9	2.0	9	14.3	14	22.2	49	77.8
71 - 80	57	11.1	5	8.8	1.7	12	21.0	17	29.8	40	70.2
61 - 70	61	11.8	4	6.6	0.6	13	21.3	17	27.9	44	72.1
51 - 60	60	11.6	11	18.3	1.0	10	16.7	21	35.0	39	65.0
41 - 50	53	10.3	10	18.9	1.3	11	20.7	21	39.6	32	60.4
31 - 40	57	11.1	9	15.8	0.5	16	28.1	25	43.9	32	56.1
21 - 30	43	8.3	5	11.6	0.9	11	25.6	16	37.2	27	62.8
11 - 20	32	6.2	10	31.2	0.9	7	21.9	17	53.1	15	46.9
0 - 10	25	4.8	5	20.0	0.7	9	36.0	14	56.0	11	44.0
Total	516	100.0	68	13.2	1.0	103	19.9	171	33.1	345	66.9

CHART 65

ENGINEERING - MATH

CLASS ENTERING (Summer and Fall) 1962 - SECOND YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Math Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Surviving After 2nd Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%
91 - 100	56	16.2	1	1.8	1.4	8	14.3	9	16.1	47	83.9
81 - 90	49	14.2	1	2.0	2.3	11	22.5	12	24.5	37	75.5
71 - 80	40	11.6	4	10.0	1.7	10	25.0	14	35.0	26	65.0
61 - 70	44	12.8	5	11.3	1.5	12	27.3	17	38.6	27	61.4
51 - 60	39	11.3	4	10.3	1.0	7	17.9	11	28.2	28	71.8
41 - 50	32	9.3	5	15.6	1.1	9	28.1	14	43.7	18	56.3
31 - 40	32	9.3	4	12.5	1.2	7	21.9	11	34.4	21	65.6
21 - 30	27	7.8	6	22.2	1.0	7	25.9	13	48.1	14	51.9
11 - 20	15	4.3	4	26.7	1.3	5	33.3	9	60.0	6	40.0
0 - 10	11	3.2	3	27.3	0.8	3	27.2	6	54.5	5	45.5
Total	345	100.0	37	10.7	1.2	79	22.9	116	33.6	229	66.4

CHART 66

ENGINEERING - MATH

CLASS ENTERING (Summer and Fall) 1962 - THIRD YEAR

(Date of Research: June 1969)

CEEB SAT Math Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Surviving After 3rd Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%
91 - 100	47	20.5	3	6.4	1.4	1	2.1	4	8.5	43	91.5
81 - 90	37	16.2	2	5.4	1.7	5	13.5	7	18.9	30	81.1
71 - 80	26	11.4	1	3.9	1.5	3	11.5	4	15.4	22	84.6
61 - 70	27	11.8	1	3.7	1.5	4	14.8	5	18.5	22	81.5
51 - 60	28	12.2	3	10.7	1.0	6	21.4	9	32.1	19	67.9
41 - 50	18	7.9	1	5.5	1.2	3	16.7	4	22.2	14	77.8
31 - 40	21	9.1	1	4.8	1.7	5	23.8	6	28.6	15	71.4
21 - 30	14	6.1	2	14.3	1.5	2	14.3	4	28.6	10	71.4
11 - 20	6	2.6	0	0.0	-	2	33.3	2	33.3	4	66.7
0 - 10	5	2.2	1	20.0	0.8	1	20.0	2	40.0	3	60.0
Total	229	100.0	15	6.6	1.3	32	13.9	47	20.5	182	79.5

CHART 67

ENGINEERING - MATH

CLASS ENTERING (Summer and Fall) 1962 - FOURTH YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT MATH Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Graduating After 4 Years			Surviving After 4th Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%	G.P.R.	No.	%
91 - 100	43	23.6	0	0.0	-	0	0.0	0	0.0	24 *	55.8	3.0	19	44.2
81 - 90	30	16.5	0	0.0	-	3	10.0	3	10.0	13	43.3	2.6	14	46.7
71 - 80	22	12.1	2	9.1	1.6	0	0.0	2	9.1	6	27.3	2.5	14	63.6
61 - 70	22	12.1	1	4.5	1.2	1	4.5	2	9.1	15	77.3	2.5	5	22.7
51 - 60	19	10.4	3	15.8	1.5	1	5.3	4	21.1	3	15.8	2.7	12	63.1
41 - 50	14	7.7	1	7.1	1.4	0	0.0	1	7.1	1	7.2	2.0	12	85.7
31 - 40	15	8.2	2	13.3	1.7	0	0.0	2	13.3	5	33.3	2.7	8	53.4
21 - 30	10	5.5	1	10.0	1.8	0	0.0	1	10.0	4	40.0	2.5	5	50.0
11 - 20	4	2.2	0	0.0	-	0	0.0	0	0.0	0	0.0	-	4	100.0
0 - 10	3	1.7	0	0.0	-	0	0.0	0	0.0	0	0.0	-	3	100.0
Total	182	100.0	10	5.5	1.5	5	2.7	15	8.2	71	39.0	2.7	96	52.8

*1 graduated in August 1965.

CHART 68

ENGINEERING - MATH

CLASS ENTERING (Summer and Fall) 1962 - FIFTH YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Math Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Graduating After 5 Years			Surviving After 5th Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%	G.P.R.	No.	%
91 - 100	19	19.8	0	0.0	-	0	0.0	0	0.0	18	94.7	2.2	1	5.3
81 - 90	14	14.6	0	0.0	-	0	0.0	0	0.0	10	71.4	2.2	4	28.6
71 - 80	14	14.6	0	0.0	-	0	0.0	0	0.0	11	78.6	2.3	3	21.4
61 - 70	5	5.2	0	0.0	-	0	0.0	0	0.0	4	80.0	2.5	1	20.0
51 - 60	12	12.5	1	8.3	1.0	0	0.0	1	8.3	9	75.0	2.2	2	16.7
41 - 50	12	12.5	0	0.0	-	0	0.0	0	0.0	9	75.0	2.2	3	25.0
31 - 40	8	8.3	0	0.0	-	0	0.0	0	0.0	7	87.5	2.0	1	12.5
21 - 30	5	5.2	2	40.0	1.7	0	0.0	2	40.0	2	40.0	2.7	1	20.0
11 - 20	4	4.2	1	25.0	1.6	0	0.0	1	25.0	2	50.0	2.4	1	25.0
0 - 10	3	3.1	0	0.0	-	0	0.0	0	0.0	3	100.0	2.5	0	0.0
Total	96	100.0	4	4.2	1.5	0	0.0	4	4.2	75	78.1	2.2	17	17.7

CHART 69

ENGINEERING - VERBAL

CLASS ENTERING (Summer and Fall) 1962 - SIXTH YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT MATH Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Graduating After 6 Years			Surviving After 6th Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%	G.P.R.	No.	%
91 - 100	1	5.9	0	0.0	-	0	0.0	0	0.0	0	0.0	-	1	100.0
81 - 90	4	23.5	0	0.0	-	0	0.0	0	0.0	2	50.0	1.9	2	50.0
71 - 80	3	17.6	1	33.3	0.7	0	0.0	1	33.3	2	66.7	2.0	0	0.0
61 - 70	1	5.9	0	0.0	-	0	0.0	0	0.0	1	100.0	2.1	0	0.0
51 - 60	2	11.8	1	50.0	1.9	0	0.0	1	50.0	1	50.0	2.0	0	0.0
41 - 50	3	17.6	0	0.0	-	0	0.0	0	0.0	2	66.7	2.1	1	33.3
31 - 40	1	5.9	1	100.0	2.5	0	0.0	1	100.0	0	0.0	-	0	0.0
21 - 30	1	5.9	0	0.0	-	0	0.0	0	0.0	0	0.0	-	1	100.0
11 - 20	1	5.9	1	100.0	1.9	0	0.0	1	100.0	0	0.0	-	0	0.0
0 - 10	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
Total	17	100.0	4	23.5	1.7	0	0.0	4	23.5	8	47.1	2.0	5	29.4

CHART 70

ENGINEERING - MATH

CLASS ENTERING (Summer and Fall) 1962 - SEVENTH YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Math Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Graduating After 7 Years			Eligible to Continue After 7th Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%	G.P.R.	No.	%
91 - 100	1	20.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	1	100.0
81 - 90	2	40.0	0	0.0	-	0	0.0	0	0.0	1	50.0	1.9	1	50.0
71 - 80	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
61 - 70	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
51 - 60	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
41 - 50	1	20.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	1	100.0
31 - 40	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
21 - 30	1	20.0	1	100.0	1.9	0	0.0	1	100.0	0	0.0	-	0	0.0
11 - 20	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
0 - 10	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
Total	5	100.0	1	20.0	1.9	0	0.0	1	20.0	1	20.0	1.9	3	60.0

CHART 71

ENGINEERING - CEEB MATH

CLASS ENTERING (Summer and Fall) 1962 - SEVEN YEAR SUMMARY

(Date of Research: June 1969)

CEEB SAT Math Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction	Total Graduating in 7 Years			Eligible to Continue			Total Graduating and Eligible		Percent of Reduction**
	No.	%	No.	%	G.P.R.	No.	%	No.	No.	%	G.P.R.	No.	%	G.P.R.	No.	%	%
91 - 100	65	12.6	8	12.3	1.3	14	21.5	22	42	64.6	2.6	1	1.5	1.8	43	66.1	33.8
81 - 90	63	12.2	8	12.7	2.0	28	44.4	36	26	41.3	2.2	1	1.6	2.0	27	42.9	57.1
71 - 80	57	11.1	13	22.8	1.6	25	43.9	38	19	33.3	2.3	0	0.0	-	19	33.3	66.7
61 - 70	61	11.8	11	18.0	1.2	30	49.2	41	20	32.8	2.4	0	0.0	-	20	32.8	67.2
51 - 60	60	11.6	23	38.3	1.1	24	40.0	47	13	21.7	2.3	0	0.0	-	13	21.7	78.3
41 - 50	53	10.3	17	32.1	1.2	23	43.4	40	12	22.6	2.1	1	1.9	2.2	13	24.5	75.5
31 - 40	57	11.0	17	29.8	0.9	28	49.1	45	12	21.1	2.4	0	0.0	-	12	21.1	78.9
21 - 30	43	8.3	17	39.5	1.1	20	46.5	37	6	14.0	2.6	0	0.0	-	6	14.0	86.0
11 - 20	32	6.2	16	50.0	1.1	14	43.8	30	2	6.2	2.4	0	0.0	-	2	6.2	93.8
0 - 10	25	4.9	9	36.0	0.8	13	52.0	22	3	12.0	2.5	0	0.0	-	3	12.0	88.0
Total	516	100.0	139	26.9	1.2	219*	42.4	358	155	30.0	2.1	3	0.6	2.0	158	30.6	69.4

*133 graduated in other schools at Clemson University and 2 are eligible to continue in other schools
**Resigned, dropped for low grades, and changed schools at Clemson University

CHART 72

CHANGED TO ENGINEERING - CEEB MATH

CLASS ENTERING (Summer and Fall) 1962

(Date of Research: June 1969)

Decile	Changed From: Agri. and B. S.		Arch. and B. C.		Arts and Sciences		I.M. and T.S.		Total Changed		Resigned or Dropped			Total Graduating			Eligible to Continue		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	G.P.R.	No.	%	G.P.R.	No.	%	G.P.R.
91 - 100	0	0.0	1	11.1	2	50.0	0	0.0	3	15.0	1	33.3	1.9	2	66.7	2.3	0	0.0	-
81 - 90	1	33.3	1	11.1	0	0.0	1	25.0	3	15.0	0	0.0	-	3	100.0	1.9	0	0.0	-
71 - 80	0	0.0	2	22.2	0	0.0	0	0.0	2	10.0	0	0.0	-	2	100.0	2.6	0	0.0	-
61 - 70	0	0.0	1	11.1	1	25.0	0	0.0	2	10.0	0	0.0	-	2	100.0	2.8	0	0.0	-
51 - 60	0	0.0	0	0.0	0	0.0	1	25.0	1	5.0	1	100.0	0.8	0	0.0	-	0	0.0	-
41 - 50	1	33.3	2	22.2	0	0.0	0	0.0	3	15.0	2	66.7	1.1	1	33.3	2.1	0	0.0	-
31 - 40	1	33.4	0	0.0	1	25.0	0	0.0	2	10.0	1	50.0	1.5	1	50.0	2.6	0	0.0	-
21 - 30	0	0.0	0	0.0	0	0.0	1	25.0	1	5.0	0	0.0	-	1	100.0	2.2	0	0.0	-
11 - 20	0	0.0	2	22.3	0	0.0	0	0.0	2	10.0	0	0.0	-	2	100.0	2.2	0	0.0	-
0 - 10	0	0.0	0	0.0	0	0.0	1	25.0	1	5.0	0	0.0	-	1	100.0	2.0	0	0.0	-
Total	3	100.0	9	100.0	4	100.0	4	100.0	20	100.0	5	25.0	1.3	15	75.0	2.3	0	0.0	-

CHART 73

INDUSTRIAL MANAGEMENT & TEXTILE SCIENCE - VERBAL

CLASS ENTERING (Summer and Fall) 1962 - FIRST YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Verbal Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Surviving After 1st Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%
91 -100	6	3.5	0	0.0	-	1	16.7	1	16.7	5	83.3
81 - 90	10	5.8	1	10.0	2.1	0	0.0	1	10.0	9	90.0
71 - 80	15	8.7	4	26.7	1.0	2	13.3	6	40.0	9	60.0
61 - 70	17	9.9	2	11.8	0.4	2	11.8	4	23.5	13	76.5
51 - 60	15	8.7	2	13.3	1.9	1	6.7	3	20.0	12	80.0
41 - 50	15	8.7	1	6.7	0.4	5	33.3	6	40.0	9	60.0
31 - 40	17	9.9	4	23.5	0.8	1	5.9	5	29.4	12	70.6
21 - 30	18	10.5	4	22.2	0.5	3	16.7	7	38.9	11	61.1
11 - 20	24	14.0	4	16.7	0.6	4	16.7	8	33.3	16	66.7
0 - 10	35	20.3	10	28.6	0.3	7	20.0	17	48.6	18	51.4
Total	172	100.0	32	18.6	0.6	26	15.1	58	33.7	114	66.3

CHART 74

INDUSTRIAL MANAGEMENT & TEXTILE SCIENCE - VERBAL

CLASS ENTERING (Summer and Fall) 1962 - SECOND YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Verbal Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Surviving After 2nd Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%
91 - 100	5	4.4	0	0.0	-	0	0.0	0	0.0	5	100.0
81 - 90	9	7.9	1	11.1	2.4	1	11.1	2	22.2	7	77.8
71 - 80	9	7.9	1	11.1	1.1	1	11.1	2	22.2	7	77.8
61 - 70	13	11.4	1	7.7	2.0	1	7.7	2	15.4	11	84.6
51 - 60	12	10.5	1	8.3	1.6	2	16.7	3	25.0	9	75.0
41 - 50	9	7.9	0	0.0	-	1	11.1	1	11.1	8	88.9
31 - 40	12	10.5	4	33.3	1.5	0	0.0	4	33.3	8	66.7
21 - 30	11	9.7	4	36.4	0.9	3	27.3	7	63.6	4	36.4
11 - 20	16	14.0	4	25.0	1.1	1	6.3	5	31.3	11	68.7
0 - 10	18	15.8	5	27.8	0.9	1	5.5	6	33.3	12	66.7
Total	114	100.0	21	18.4	1.2	11	9.7	32	28.1	82	71.9

CHART 75

INDUSTRIAL MANAGEMENT & TEXTILE SCIENCE - VERBAL

CLASS ENTERING (Summer and Fall) 1962 - THIRD YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Verbal Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Surviving After 3rd Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%
91 - 100	5	6.1	0	0.0	-	0	0.0	0	0.0	5	100.0
81 - 90	7	8.5	0	0.0	-	3	42.9	3	42.9	4	57.1
71 - 80	7	8.5	1	14.3	1.0	0	0.0	1	14.3	6	85.7
61 - 70	11	13.4	0	0.0	-	2	18.2	2	18.2	9	81.8
51 - 60	9	11.0	2	22.2	1.1	0	0.0	2	22.2	7	77.8
41 - 50	8	9.8	1	12.5	1.0	2	25.0	3	37.5	5	62.5
31 - 40	8	9.8	1	12.5	1.4	1	12.5	2	25.0	6	75.0
21 - 30	4	4.9	0	0.0	-	0	0.0	0	0.0	4	100.0
11 - 20	11	13.4	2	18.2	1.4	2	18.2	4	36.4	7	63.6
0 - 10	12	14.6	3	25.0	1.3	0	0.0	3	25.0	9	75.0
Total	82	100.0	10	12.2	1.2	10	12.2	20	24.4	62	75.6

CHART 76

INDUSTRIAL MANAGEMENT & TEXTILE SCIENCE - VERBAL

CLASS ENTERING (Summer and Fall) 1962 - FOURTH YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Verbal Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Graduating After 4 Years			Surviving After 4th Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%	G.P.R.	No.	%
91 - 100	5	8.1	0	0.0	-	0	0.0	0	0.0	3	60.0	2.9	2	40.0
81 - 90	4	6.4	0	0.0	-	0	0.0	0	0.0	2	50.0	2.7	2	50.0
71 - 80	6	9.7	0	0.0	-	0	0.0	0	0.0	3	50.0	1.9	3	50.0
61 - 70	9	14.5	0	0.0	-	1	11.1	1	11.1	6	66.7	2.7	2	22.2
51 - 60	7	11.3	0	0.0	-	1	14.3	1	14.3	2	28.6	2.3	4	57.1
41 - 50	5	8.1	0	0.0	-	0	0.0	0	0.0	3	60.0	2.4	2	40.0
31 - 40	6	9.7	0	0.0	-	0	0.0	0	0.0	2	33.3	2.5	4	66.7
21 - 30	4	6.4	0	0.0	-	0	0.0	0	0.0	2	50.0	2.4	2	50.0
11 - 20	7	11.3	1	14.3	1.6	0	0.0	1	14.3	4	57.1	2.4	2	28.6
0 - 10	9	14.5	0	0.0	-	0	0.0	0	0.0	1	11.1	2.7	8	88.9
Total	62	100.0	1	1.6	1.6	2	3.2	3	4.8	28	45.2	2.5	31	50.0

CHART 77

INDUSTRIAL MANAGEMENT & TEXTILE SCIENCE - VERBAL

CLASS ENTERING (Summer and Fall) 1962 - FIFTH YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Verbal Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Graduating After 5 Years			Surviving After 5th Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%	G.P.R.	No.	%
91 - 100	2	6.4	0	0.0	-	0	0.0	0	0.0	1	50.0	2.8	1	50.0
81 - 90	2	6.4	0	0.0	-	0	0.0	0	0.0	1	50.0	2.0	1	50.0
71 - 80	3	9.7	0	0.0	-	0	0.0	0	0.0	3	100.0	1.9	0	0.0
61 - 70	2	6.5	0	0.0	-	0	0.0	0	0.0	1	50.0	1.9	1	50.0
51 - 60	4	12.9	0	0.0	-	0	0.0	0	0.0	3	75.0	2.3	1	25.0
41 - 50	2	6.5	1	50.0	1.0	0	0.0	1	50.0	1	50.0	1.9	0	0.0
31 - 40	4	12.9	0	0.0	-	0	0.0	0	0.0	2	50.0	2.0	2	50.0
21 - 30	2	6.5	0	0.0	-	0	0.0	0	0.0	2	100.0	2.4	0	0.0
11 - 20	2	6.4	0	0.0	-	0	0.0	0	0.0	1	50.0	1.9	1	50.0
0 - 10	8	25.8	0	0.0	-	0	0.0	0	0.0	5	62.5	2.1	3	37.5
Total	31	100.0	1	3.2	1.0	0	0.0	1	3.2	20	64.5	2.1	10	32.3

CHART 78

INDUSTRIAL MANAGEMENT & TEXTILE SCIENCE - VERBAL

CLASS ENTERING (Summer and Fall) 1962 - SIXTH YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Verbal Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Graduating After 6 Years			Surviving After 6th Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%	G.P.R.	No.	%
91 - 100	1	10.0	1	100.0	2.0	0	0.0	1	100.0	0	0.0	-	0	0.0
81 - 90	1	10.0	0	0.0	-	0	0.0	0	0.0	1	100.0	1.9	0	0.0
71 - 80	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
61 - 70	1	10.0	0	0.0	-	0	0.0	0	0.0	1	100.0	2.0	0	0.0
51 - 60	1	10.0	0	0.0	-	1	100.0	1	100.0	0	0.0	-	0	0.0
41 - 50	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
31 - 40	2	20.0	0	0.0	-	0	0.0	0	0.0	2	100.0	2.1	0	0.0
21 - 30	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
11 - 20	1	10.0	0	0.0	-	0	0.0	0	0.0	1	100.0	1.9	0	0.0
0 - 10	3	30.0	0	0.0	-	0	0.0	0	0.0	2	66.7	2.0	1	33.3
Total	10	100.0	1	10.0	2.0	1	10.0	2	20.0	7	70.0	2.0	1	10.0

CHART 79

INDUSTRIAL MANAGEMENT & TEXTILE SCIENCES - VERBAL

CLASS ENTERING (Summer and Fall) 1962 - SEVENTH YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Verbal Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Graduating After 7 Years			Eligible to Continue After 7th Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%	G.P.R.	No.	%
91 - 100	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
81 - 90	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
71 - 80	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
61 - 70	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
51 - 60	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
41 - 50	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
31 - 40	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
21 - 30	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
11 - 20	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
0 - 10	1	100.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	1	100.0
Total	1	100.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	1	100.0

CHART 80

INDUSTRIAL MANAGEMENT & TEXTILE SCIENCE - CEEB VERBAL

CLASS ENTERING (Summer and Fall) 1962 - SEVEN YEAR SUMMARY

(Date of Research: June 1969)

CEEB SAT Verbal Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction	Total Graduating in 7 Years			Eligible to Continue			Total Graduating and Eligible		Percent of Reduction**
	No.	%	No.	%	G.P.R.	No.	%	No.	No.	%	G.P.R.	No.	%	G.P.R.	No.	%	%
91 - 100	6	3.5	1	16.7	2.0	1	16.6	2	4	66.7	2.9	0	0.0	-	4	66.7	33.3
81 - 90	10	5.8	2	20.0	2.3	4	40.0	6	4	40.0	2.3	0	0.0	-	4	40.0	60.0
71 - 80	15	8.7	6	40.0	1.0	3	20.0	9	6	40.0	1.9	0	0.0	-	6	40.0	60.0
61 - 70	17	9.9	3	17.6	0.9	6	35.3	9	8	47.1	2.5	0	0.0	-	8	47.1	52.9
51 - 60	15	8.7	5	33.3	1.2	5	33.3	10	5	33.3	2.3	0	0.0	-	5	33.3	66.7
41 - 50	15	8.7	3	20.0	0.8	8	53.3	11	4	26.7	2.3	0	0.0	-	4	26.7	73.3
31 - 40	17	9.9	9	52.9	1.1	2	11.8	11	6	35.3	2.2	0	0.0	-	6	35.3	64.7
21 - 30	18	10.5	8	44.5	0.7	6	33.3	14	4	22.2	2.7	0	0.0	-	4	22.2	77.8
11 - 20	24	14.0	11	45.8	1.0	7	29.2	18	6	25.0	2.2	0	0.0	-	6	25.0	75.0
0 - 10	35	20.3	18	51.4	0.6	8	22.9	26	8	22.9	2.1	1	2.8	1.7	9	25.7	74.3
Total	172	100.0	66	38.4	0.9	50*	29.0	116	55	32.0	2.3	1	0.6	1.7	56	32.6	67.4

*22 graduated in other schools at Clemson University
**Resigned, dropped for low grades, and changed schools at Clemson University

CHART 81

CHANGED TO INDUSTRIAL MANAGEMENT AND TEXTILE SCIENCE - CEEB VERBAL

CLASS ENTERING (Summer and Fall) 1962-1969

(Date of Research: June 1969)

Decile	Changed From: Agri. and B. S.		Arch. and B. C.		Arts and Sciences		Engineering		Total Changed		Resigned or Dropped			Total Graduating			Eligible to Continue		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	G.P.R.	No.	%	G.P.R.	No.	%	G.P.R.
91 - 100	0	0.0	1	33.3	1	14.3	7	7.2	9	8.1	4	44.4	1.3	5	55.6	2.3	0	0.0	-
81 - 90	0	0.0	0	0.0	0	0.0	11	11.3	11	9.9	2	18.2	1.7	8	72.7	2.3	1	9.1	1.8
71 - 80	1	25.0	0	0.0	0	0.0	2	2.1	3	2.7	1	33.3	1.6	2	66.7	2.0	0	0.0	-
61 - 70	0	0.0	1	33.3	0	0.0	10	10.3	11	9.9	3	27.3	1.1	8	72.7	2.4	0	0.0	-
51 - 60	0	0.0	0	0.0	1	14.3	7	7.2	8	7.2	4	50.0	1.4	4	50.0	2.3	0	0.0	-
41 - 50	1	25.0	0	0.0	2	28.6	8	8.2	11	9.9	5	45.5	1.3	6	54.5	2.4	0	0.0	-
31 - 40	0	0.0	0	0.0	0	0.0	17	17.5	17	15.3	11	64.7	1.2	6	35.3	2.0	0	0.0	-
21 - 30	0	0.0	0	0.0	2	28.5	14	14.5	16	14.4	10	62.5	1.2	6	37.5	2.0	0	0.0	-
11 - 20	1	25.0	1	33.4	0	0.0	12	12.4	14	12.7	6	42.9	1.1	8	57.1	2.1	0	0.0	-
0 - 10	1	25.0	0	0.0	1	14.3	3	9.3	11	9.9	5	45.5	1.2	6	54.5	2.1	0	0.0	-
Total	4	100.0	3	100.0	7	100.0	97	100.0	111	100.0	51	45.9	1.3	59	53.2	2.2	1	0.9	1.8

CHART 82

INDUSTRIAL MANAGEMENT & TEXTILE SCIENCE - MATH

CLASS ENTERING (Summer and Fall) 1962 - FIRST YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Math Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Surviving After 1st Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%
91 - 100	3	1.7	1	33.3	3.5	0	0.0	1	33.3	2	66.7
81 - 90	10	5.8	0	0.0	-	0	0.0	0	0.0	10	100.0
71 - 80	9	5.2	1	11.1	0.7	1	11.1	2	22.2	7	77.8
61 - 70	8	4.7	0	0.0	-	1	12.5	1	12.5	7	87.5
51 - 60	13	7.6	1	7.7	0.3	1	7.7	2	15.4	11	84.6
41 - 50	23	13.4	1	4.3	0.0	2	8.7	3	13.0	20	87.0
31 - 40	20	11.6	3	15.0	1.2	5	25.0	8	40.0	12	75.0
21 - 30	22	12.8	5	22.7	0.4	4	18.2	9	40.9	13	59.1
11 - 20	31	18.0	11	35.5	0.3	7	22.6	18	58.1	13	41.9
0 - 10	33	19.2	9	27.3	0.7	5	15.1	14	42.4	19	57.6
Total	172	100.0	32	18.6	0.6	26	15.1	58	33.7	114	66.3

CHART 83

INDUSTRIAL MANAGEMENT & TEXTILE SCIENCE - MATH

CLASS ENTERING (Summer and Fall) 1962 - SECOND YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Math Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Surviving After 2nd Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%
91 - 100	2	1.8	0	0.0	-	0	0.0	0	0.0	2	100.0
81 - 90	10	8.8	0	0.0	-	0	0.0	0	0.0	10	100.0
71 - 80	7	6.1	3	42.9	1.3	0	0.0	3	42.9	4	57.1
61 - 70	7	6.1	2	28.6	1.8	1	14.3	3	42.9	4	57.1
51 - 60	11	9.7	0	0.0	-	3	27.3	3	27.3	8	72.7
41 - 50	20	17.5	2	10.0	1.4	2	10.0	4	20.0	16	80.0
31 - 40	12	10.5	4	33.3	1.3	0	0.0	4	33.3	8	66.7
21 - 30	13	11.4	1	7.7	0.8	3	23.1	4	30.8	9	69.2
11 - 20	13	11.4	2	15.4	0.6	2	15.4	4	30.8	9	69.2
0 - 10	19	16.7	7	36.8	1.2	0	0.0	7	36.8	12	63.2
Total	114	100.0	21	18.4	1.2	11	9.7	32	28.1	82	71.9

CHART 84

INDUSTRIAL MANAGEMENT & TEXTILE SCIENCE - MATH

CLASS ENTERING (Summer and Fall) 1962 - THIRD YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Math Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Surviving After 3rd Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%
91 - 100	2	2.4	0	0.0	-	0	0.0	0	0.0	2	0.0
81 - 90	10	12.2	0	0.0	-	1	10.0	1	10.0	9	90.0
71 - 80	4	4.9	0	0.0	-	0	0.0	0	0.0	4	100.0
61 - 70	4	4.9	1	25.0	1.0	0	0.0	1	25.0	3	75.0
51 - 60	8	9.8	2	25.0	1.1	1	12.5	3	37.5	5	62.5
41 - 50	16	19.5	1	6.3	1.1	2	12.5	3	18.8	13	81.2
31 - 40	8	9.8	0	0.0	-	1	12.5	1	12.5	7	87.5
21 - 30	9	11.0	2	22.2	1.4	2	22.2	4	44.4	5	55.6
11 - 20	9	11.0	1	11.1	1.3	1	11.1	2	22.2	7	77.8
0 - 10	12	14.6	3	25.0	1.3	2	16.7	5	41.7	7	58.3
Total	82	100.0	10	12.2	1.2	10	12.2	20	24.4	62	75.6

CHART 85

INDUSTRIAL MANAGEMENT & TEXTILE SCIENCE - MATH

CLASS ENTERING (Summer and Fall) 1962 - FOURTH YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Math Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Graduating After 4 Years			Surviving After 4th Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%	G.P.R.	No.	%
91 - 100	2	3.2	0	0.0	-	0	0.0	0	0.0	1	50.0	2.9	1	50.0
81 - 90	9	14.5	0	0.0	-	0	0.0	0	0.0	6	66.7	2.6	3	33.3
71 - 80	4	6.4	0	0.0	-	0	0.0	0	0.0	1	25.0	2.4	3	75.0
61 - 70	3	4.8	0	0.0	-	0	0.0	0	0.0	3	100.0	2.4	0	0.0
51 - 60	5	8.1	0	0.0	-	1	20.0	1	20.0	2	40.0	2.3	2	40.0
41 - 50	13	21.0	1	7.7	1.6	0	0.0	1	7.7	4	30.8	2.6	8	61.5
31 - 40	7	11.3	0	0.0	-	1	14.3	1	14.3	2	28.6	2.7	4	57.1
21 - 30	5	8.1	0	0.0	-	0	0.0	0	0.0	4	80.0	2.4	1	20.0
11 - 20	7	11.3	0	0.0	-	0	0.0	0	0.0	2	28.6	2.5	5	71.4
0 - 10	7	11.3	0	0.0	-	0	0.0	0	0.0	3	42.9	2.6	4	57.1
Total	62	100.0	1	1.6	1.6	2	3.2	3	4.8	28	45.2	2.5	31	50.0

CHART 86

INDUSTRIAL MANAGEMENT & TEXTILE SCIENCE - MATH

CLASS ENTERING (Summer and Fall) 1962 - FIFTH YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Math Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Graduating After 5 Years			Surviving After 5th Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%	G.P.R.	No.	%
91 - 100	1	3.2	0	0.0	-	0	0.0	0	0.0	1	100.0	1.9	0	0.0
81 - 90	3	9.7	0	0.0	-	0	0.0	0	0.0	3	100.0	2.6	0	0.0
71 - 80	3	9.7	0	0.0	-	0	0.0	0	0.0	1	33.3	1.9	2	66.7
61 - 70	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
51 - 60	2	6.5	0	0.0	-	0	0.0	0	0.0	0	0.0	-	2	100.0
41 - 50	8	25.8	0	0.0	-	0	0.0	0	0.0	6	75.0	2.0	2	25.0
31 - 40	4	12.9	1	25.0	1.0	0	0.0	1	25.0	1	25.0	1.9	2	50.0
21 - 30	1	3.2	0	0.0	-	0	0.0	0	0.0	0	0.0	-	1	100.0
11 - 20	5	16.1	0	0.0	-	0	0.0	0	0.0	4	80.0	2.0	1	20.0
0 - 10	4	12.9	0	0.0	-	0	0.0	0	0.0	4	100.0	2.2	0	0.0
Total	31	100.0	1	3.2	1.0	0	0.0	1	3.2	20	64.5	2.1	10	32.3

CHART 87

INDUSTRIAL MANAGEMENT & TEXTILE SCIENCE - MATH

CLASS ENTERING (Summer and Fall) 1962 - SIXTH YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Math Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Graduating After 6 Years			Surviving After 6th Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%	G.P.R.	No.	%
91 - 100	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
81 - 90	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
71 - 80	2	20.0	0	0.0	-	0	0.0	0	0.0	2	100.0	2.1	0	0.0
61 - 70	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
51 - 60	2	20.0	1	50.0	2.0	0	0.0	1	50.0	1	50.0	2.1	0	0.0
41 - 50	2	20.0	0	0.0	-	0	0.0	0	0.0	1	50.0	1.9	1	50.0
31 - 40	2	20.0	0	0.0	-	1	50.0	1	50.0	1	50.0	1.9	0	0.0
21 - 30	1	10.0	0	0.0	-	0	0.0	0	0.0	1	100.0	1.9	0	0.0
11 - 20	1	10.0	0	0.0	-	0	0.0	0	0.0	1	100.0	1.9	0	0.0
0 - 10	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
Total	10	100.0	1	10.0	2.0	1	10.0	2	20.0	7	70.0	2.0	1	10.0

CHART 88

INDUSTRIAL MANAGEMENT & TEXTILE SCIENCE - MATH

CLASS ENTERING (Summer and Fall) 1962 - SEVENTH YEAR DISPOSITION

(Date of Research: June 1969)

CEEB SAT Math Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction		Graduating After 7 Years			Eligible to Continue After 7th Year	
	No.	%	No.	%	G.P.R.	No.	%	No.	%	No.	%	G.P.R.	No.	%
91 - 100	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
81 - 90	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
71 - 80	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
61 - 70	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
51 - 60	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
41 - 50	1	100.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	1	100.0
31 - 40	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
21 - 30	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
11 - 20	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
0 - 10	0	0.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	0	0.0
Total	1	100.0	0	0.0	-	0	0.0	0	0.0	0	0.0	-	1	100.0

CHART 89

INDUSTRIAL MANAGEMENT & TEXTILE SCIENCE - CEEB MATH

CLASS ENTERING (Summer and Fall) 1962 - SEVEN YEAR SUMMARY

(Date of Research: June 1969)

CEEB SAT Math Decile	Beginning		Resigned or Dropped			Changed Schools		Total Reduction	Total Graduating in 7 Years			Eligible to Continue			Total Graduating and Eligible		Percent of Reduction**
	No.	%	No.	%	G.P.R.	No.	%	No.	No.	%	G.P.R.	No.	%	G.P.R.	No.	%	%
91 - 100	3	1.7	1	33.3	3.5	0	0.0	1	2	66.7	2.4	0	0.0	-	2	66.7	33.3
81 - 90	10	5.8	0	0.0	-	1	10.0	1	9	90.0	2.5	0	0.0	-	9	90.0	10.0
71 - 80	9	5.2	4	44.4	1.1	1	11.1	5	4	44.4	2.1	0	0.0	-	4	44.4	55.6
61 - 70	8	4.7	3	37.5	1.5	3	25.0	5	3	37.5	2.4	0	0.0	-	3	37.5	62.5
51 - 60	13	7.6	4	30.8	1.1	6	46.1	10	3	23.1	2.0	0	0.0	-	3	23.1	76.9
41 - 50	23	13.4	5	21.7	1.1	6	26.1	11	11	47.8	2.2	1	4.4	1.7	12	52.2	47.8
31 - 40	20	11.6	8	40.0	1.2	8	40.0	16	4	20.0	2.3	0	0.0	-	4	20.0	80.0
21 - 30	22	12.8	8	36.4	0.7	9	40.9	17	5	22.7	2.3	0	0.0	-	5	22.7	77.3
11 - 20	31	18.0	14	45.2	0.4	10	32.2	24	7	22.6	2.1	0	0.0	-	7	22.6	77.4
0 - 10	33	19.2	19	57.6	0.9	7	21.2	20	7	21.2	2.4	0	0.0	-	7	21.2	78.8
Total	172	100.0	66	38.4	0.9	50*	29.0	116	55	32.0	2.3	1	0.6	1.7	56	32.6	67.4

*22 graduated in other schools at Clemson University
**Resigned, dropped for low grades, and changed schools at Clemson University

CHART 90

CHANGED TO INDUSTRIAL MANAGEMENT AND TEXTILE SCIENCE - CEEB MATH

CLASS ENTERING (Summer and Fall) 1962

(Date of Research: June 1969)

Decile	Changed From: Agri. and B. S.		Arch. and B. C.		Arts and Sciences		Engineering		Total Changed		Resigned or Dropped			Total Graduating			Eligible to Continue		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	G.P.R.	No.	%	G.P.R.	No.	%	G.P.R.
91 - 100	0	0.0	0	0.0	0	0.0	4	4.1	4	3.6	3	75.0	1.7	1	25.0	2.0	0	0.0	-
81 - 90	0	0.0	0	0.0	1	14.2	12	12.4	13	11.7	4	30.8	1.1	8	61.5	2.2	1	7.7	1.8
71 - 80	0	0.0	1	33.3	0	0.0	11	11.3	12	10.8	4	33.3	1.0	8	66.7	2.2	0	0.0	-
61 - 70	1	25.0	1	33.3	0	0.0	16	16.5	18	16.2	9	50.0	1.3	9	50.0	2.2	0	0.0	-
51 - 60	0	0.0	0	0.0	1	14.3	8	8.3	9	8.1	6	66.7	1.4	3	33.3	2.3	0	0.0	-
41 - 50	1	25.0	0	0.0	1	14.3	11	11.3	13	11.7	2	15.4	1.3	11	84.6	2.2	0	0.0	-
31 - 40	1	25.0	0	0.0	1	14.3	15	15.5	17	15.4	6	35.3	1.3	11	64.7	2.2	0	0.0	-
21 - 30	1	25.0	1	33.4	1	14.3	11	11.3	14	12.6	8	57.1	1.1	6	42.9	2.1	0	0.0	-
11 - 20	0	0.0	0	0.0	1	14.3	5	5.2	6	5.4	4	66.7	1.3	2	33.3	1.9	0	0.0	-
0 - 10	0	0.0	0	0.0	1	14.3	4	4.1	5	4.5	5	100.0	1.2	0	0.0	-	0	0.0	-
Total	4	100.0	3	100.0	7	100.0	97	100.0	111	100.0	51	45.9	1.3	59	53.2	2.2	1	0.9	1.8

CHART 91 - SEVEN YEAR SUMMARY

1106 FRESHMEN (Summer and Fall) 1962

by

CEEB VERBAL DECILES

Decile	Beginning		Attrition (Resigned or Dropped)		Graduating			Eligible to Continue			Graduating & Eligible			Percent of Attrition *
	No.	%	No.	G.P.R.	No.	%	G.P.R.	No.	%	G.P.R.	No.	%	G.P.R.	%
91 - 100	104	9.4	34	1.7	69	66.3	2.4	1	1.0	2.6	70	67.3	2.5	32.7
81 - 90	109	9.9	38	1.8	69	63.3	2.3	2	1.8	1.9	71	65.1	2.2	34.9
71 - 80	114	10.3	53	1.5	61	53.5	2.3	0	0.0	-	61	53.5	2.3	46.5
61 - 70	120	10.9	51	1.4	67	55.8	2.6	2	1.7	1.7	69	57.5	2.4	42.5
51 - 60	107	9.7	59	1.3	48	44.9	2.4	0	0.0	-	48	44.9	2.4	55.1
41 - 50	103	9.3	47	1.3	54	52.4	2.3	2	2.0	1.9	56	54.4	2.2	45.6
31 - 40	102	9.2	56	1.1	46	45.1	2.3	0	0.0	-	47	45.1	2.3	54.9
21 - 30	111	10.0	60	1.2	49	44.1	2.3	2	1.8	1.9	51	45.9	2.2	54.1
11 - 20	111	10.0	76	1.1	35	31.5	2.1	1	0.9	2.0	36	32.4	2.1	67.6
0 - 10	125	11.3	82	1.0	41	32.8	2.1	2	1.6	1.8	43	34.4	2.0	65.6
Total	1106	100.0	555	1.4	539	48.7	2.3	12	1.1	1.9	551	49.8	2.3	50.2

*Resigned or Dropped for Low Grades

CHART 92 - SEVEN YEAR SUMMARY

1106 FRESHMEN (Summer and Fall) 1962

by

CEEB MATH DECILES

Decile	Beginning		Attrition (Resigned or Dropped)		Graduating			Eligible to Continue			Graduating & Eligible			Percent of Attrition *
	No.	%	No.	G.P.R.	No.	%	G.P.R.	No.	%	G.P.R.	No.	%	G.P.R.	%
91 - 100	101	9.1	23	2.1	77	76.2	2.4	1	1.0	1.8	78	77.2	2.3	22.8
81 - 90	109	9.9	30	1.6	76	69.7	2.3	3	2.8	1.9	79	72.5	2.1	27.5
71 - 80	92	8.3	39	1.3	52	56.5	2.5	1	1.1	2.6	53	57.6	2.5	42.4
61 - 70	101	9.1	48	1.6	51	50.5	2.5	2	2.0	1.6	53	52.5	2.4	47.5
51 - 60	109	9.9	57	1.4	51	46.8	2.3	1	0.9	1.9	52	47.7	2.2	52.3
41 - 50	120	10.9	58	1:3	60	50.0	2.2	2	1.7	1.9	62	51.7	2.1	48.3
31 - 40	133	12.0	68	1.3	65	48.9	2.3	0	0.0	-	65	48.9	-	51.1
21 - 30	114	10.3	74	1.3	40	35.1	2.3	0	0.0	-	40	35.1	-	64.9
11 - 20	120	10.8	77	1.0	41	34.1	2.1	2	1.7	1.9	43	35.8	2.1	64.2
0 - 10	107	9.7	81	1.1	26	24.3	2.2	0	0.0	-	26	24.3	-	75.7
Total	1106	100.0	555	1.4	539	48.7	2.3	12	1.1	1.9	551	49.8	2.3	50.2

*Resigned or dropped for low grades

CHART 93

COMPARATIVE ANNUAL ATTRITION RATES

School or College	Number Entered	First Year Attrition No.	%	Second Year Attrition No.	%	Third Year Attrition No.	%	Fourth Year Attrition No.	%	Fourth Year Graduated No.	%	Fifth Year Attrition No.	%	Fifth Year Graduated No.	%	Sixth Year Attrition No.	%	Sixth Year Graduated No.	%	Seventh Year Attrition No.	%	Seventh Year Graduated No.	%	Eligible to Continue After 7 Years No.	%
Agriculture and Biological Sciences	124	42	33.9	21	16.9	11	8.9	5	4.0	13	10.4	0	0.0	24	19.5	2	1.6	2	1.6	0	-	0	-	4	3.2
Arts and Sciences	198	46	23.2	32	16.2	18	9.1	11	5.6	49	24.7	5	2.5	24	12.1	5	2.5	4	2.1	3	1.5	1	0.5	0	-
Engineering	516	171	33.1	116	22.5	47	9.1	15	2.9	71	13.8	4	0.8	75	14.4	4	0.8	8	1.6	1	0.2	1	0.2	3	0.6
Industrial Management and Textile Science	172	58	33.7	32	18.6	20	11.6	3	1.8	28	16.3	1	0.6	20	11.6	2	1.2	7	4.1	0	-	0	-	1	0.6
Architecture*	96	28	29.2	28	29.2	8	8.3	7	7.3	0	-	3	3.1	10	10.5	3	3.1	7	7.3	0	-	1	1.0	1	1.0

*Architecture was a five-year program and thus had no graduates the fourth year.

**"Total Attrition" does not include those who were graduated but does include those who resigned or were dropped for low grades as well as those who changed to other schools and colleges at Clemson University--thus accounting for more than 100%.

CHART 93

COMPARATIVE ANNUAL ATTRITION RATES

on %	Third Year Attrition No.	%	Fourth Year Attrition No.	%	Graduated No.	%	Fifth Year Attrition No.	%	Graduated No.	%	Sixth Year Attrition No.	%	Graduated No.	%	Seventh Year Attrition No.	%	Graduated No.	%	Eligible to Continue After 7 Years No.	%	Total** Attrition No.	%
16.9	11	8.9	5	4.0	13	10.4	0	0.0	24	19.5	2	1.6	2	1.6	0	-	0	-	4	3.2	81	65.3
16.2	18	9.1	11	5.6	49	24.7	5	2.5	24	12.1	5	2.5	4	2.1	3	1.5	1	0.5	0	-	120	60.6
22.5	47	9.1	15	2.9	71	13.8	4	0.8	75	14.4	4	0.8	8	1.6	1	0.2	1	0.2	3	0.6	358	69.4
18.6	20	11.6	3	1.8	28	16.3	1	0.6	20	11.6	2	1.2	7	4.1	0	-	0	-	1	0.6	116	67.4
29.2	8	8.3	7	7.3	0	-	3	3.1	10	10.5	3	3.1	7	7.3	0	-	1	1.0	1	1.0	77	80.2

had no graduates the fourth year.

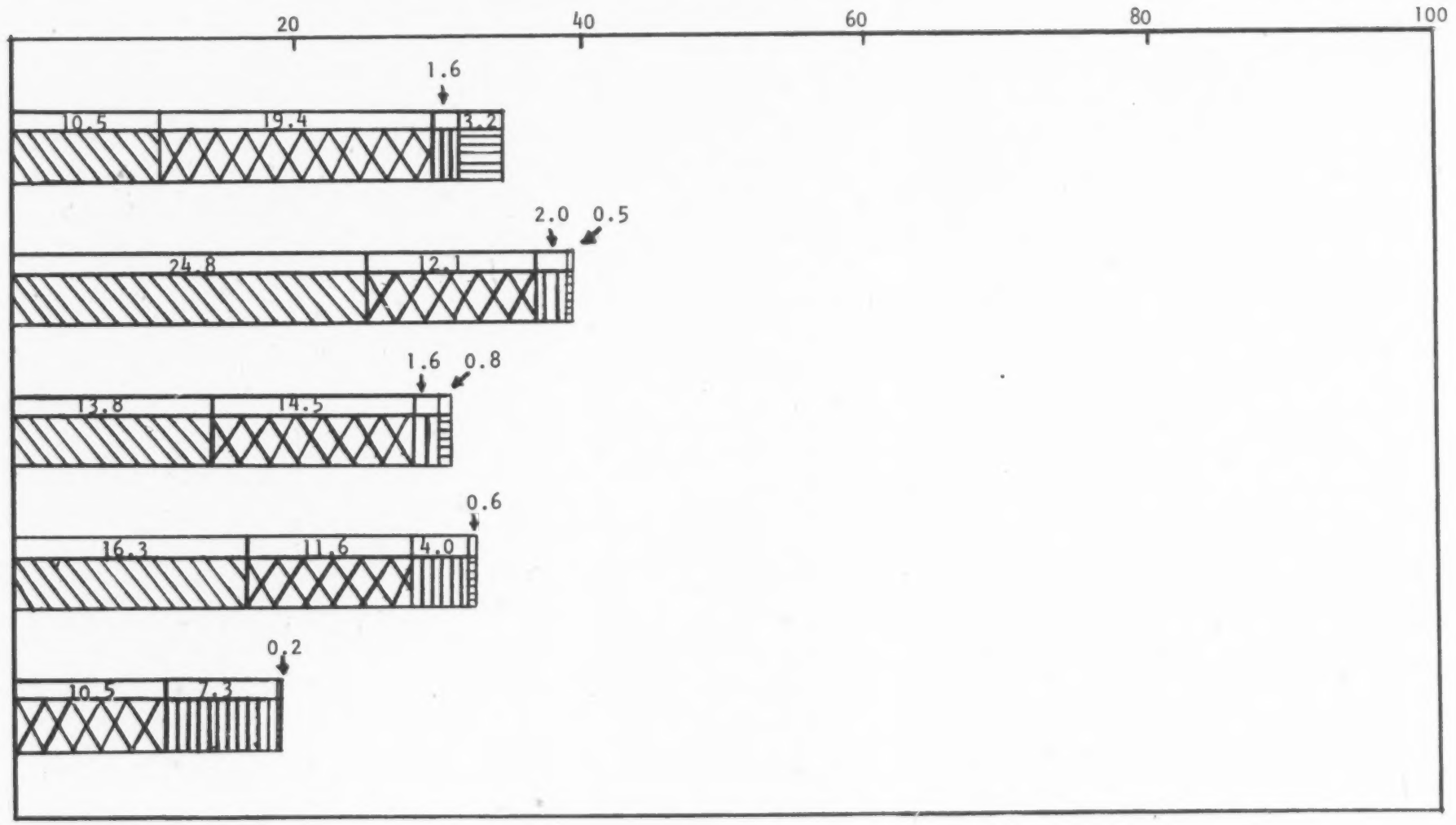
ere graduated but does include those who resigned
e who changed to other schools and colleges at
han 100%.

117 A

CHART 94

COMPARATIVE ANNUAL GRADUATION RATES

(OF STUDENTS WHO ORIGINALLY ENTERED EACH SCHOOL/COLLEGE)



Key: Number of Years: 4th year; 5th year; 6th year; 7th year.

CHART 95

G.P.R. RANGE OF GRADUATES BY SCHOOL OR COLLEGE

College or School	No. Students Graduating	G.P.R. Range									
		1.9		2.0-2.4		2.5-2.9		3.0-3.4		3.5-4.0	
		No.	%	No.	%	No.	%	No.	%	No.	%
Agriculture & Biological Sciences	48	13	27.1	25	52.1	8	16.7	2	4.1	0	0.0
Architecture	37	3	8.1	19	51.4	11	29.7	4	10.8	0	0.0
Arts & Sciences	91	14	15.4	39	42.8	28	30.8	6	6.6	4	4.4
Industrial Management & Textile Science	76	20	26.3	37	48.7	15	19.7	4	5.3	0	0.0
Engineering	287	62	21.6	129	44.9	64	22.3	24	8.4	8	2.7
All Schools	539	112	20.8	249	46.2	126	23.4	40	7.4	12	2.2

CHART 96

RELATIONSHIP OF TEST SCORES TO SUCCESS IN COLLEGE,

USING 900 AS A CUT-OFF SCORE

School or College	Graduates and Currently Enrolled		Drop-outs	
	Scoring Under 900	Scoring Over 900	Scoring Under 900	Scoring Over 900
Agriculture & Biological Sciences	28	25	48	23
Architecture	7	31	20	38
Arts & Sciences	28	63	63	44
Engineering	70	222	96	128
Industrial Management & Textile Science	37	40	70	25
TOTAL	170	381	297	258

CHART 97

RELATIONSHIP OF CERTAIN COLLEGE BOARD "PATTERNS" TO

PASS-FAIL CATEGORIES USING 900 AS A CUT-OFF SCORE

School or College	Students scoring under 900 total			Students scoring over 900 total		
	With Higher Verbal*	With Verbal & Math Even**	With Higher Math*	With Higher Verbal*	With Verbal & Math Even**	With Higher Math*
Agriculture & Biological Sciences						
Drop-Outs (Fail)	2	27	19	3	14	6
Graduates (Pass)	0	23	5	1	19	5
Architecture						
Drop-Outs (Fail)	0	13	8	0	26	11
Graduates (Pass)	0	3	3	0	16	16
Arts & Sciences						
Drop-Outs (Fail)	4	37	22	2	30	12
Graduates (Pass)	0	20	8	2	33	28
Engineering						
Drop-Outs (Fail)	0	58	38	0	71	57
Graduates (Pass)	0	40	30	5	124	93
Industrial Management & Textile Sciences						
Drop-Outs (Fail)	2	43	25	2	18	5
Graduates (Pass)	0	21	16	1	25	14
Total	8	285	174	16	376	247

*By 100 or more points.

**Approximately

CHART 98

NUMBER OF MAJORS SELECTED BY EACH STUDENT IN EACH COLLEGE AND SCHOOL

College or School	No. Students Entering in 1962	1 Major	%	2 Majors	%	3 Majors	%	4 Majors	%	5 Majors	%
Agriculture & Biological Sciences	124	79	63.7	33	26.6	9	7.3	2	1.6	1	0.8
Architecture	96	53	55.2	38	39.6	4	4.2	1	1.0	0	0.0
Arts and Sciences	198	128	64.6	46	23.2	22	11.1	2	1.1	0	0.0
Industrial Management & Textile Science	172	109	63.4	53	30.8	9	5.2	1	0.6	0	0.0
Engineering	516	245	47.5	210	40.7	52	10.1	8	1.5	1	0.2
TOTAL	1106	614	55.5	380	34.4	96	8.7	14	1.3	2	0.1

CHART 99

ANALYSIS OF STUDENTS WITH A GRADUATING G.P.R. WHO RESIGNED

College or School	% of each School	No. of Males	%	No. of Females	%	Total Number
Agriculture & Biological Sciences	13.8	17	42.5	0	0.0	17
Architecture	11.4	11	36.7	0	0.0	11
Arts & Sciences	15.6	28	41.1	3	50.0	31
Industrial Management & Textile Science	4.7	8	13.6	0	0.0	8
Engineering	3.7	19	14.7	0	0.0	19
TOTAL	15.4	83	25.5	3	50.0	86*

*Number includes 18 Pre-Medicine, Pre-Dentistry, Pre-Veterinary, and Pre-Pharmacy students. Follow-up questionnaires indicate 10 Pre-Medicine (-Dentistry, and -Pharmacy) and five Pre-Veterinary students entered professional schools.

FOLLOW-UP

The follow-up study of the class entering in 1962 involved sending questionnaires (see Appendix) to those for whom addresses were available. Accordingly, 1086 were mailed and 92 of these were returned by the Postal Service as unclaimed. In all five hundred forty-six or 50.3 percent were returned. Chart 100, A and B, shows the categories of questionnaires returned, as well as the number and percent of each. The graduates responded in a higher ratio than did any other group. Of the questionnaires returned, two hundred forty-nine or 54.8 percent were graduates and sixty-seven or 14.8 percent of these had entered graduate schools.

There were one hundred five respondents (23.1 percent) who transferred to other training institutions of various types. Seventy-nine or 17.4 percent had transferred to other baccalaureate-level colleges or universities and fifty-nine or 13.1 percent were subsequently graduated. Projecting this ratio to the entire attrition group of 555, it may be speculated that one hundred sixty or 14.5 percent of the original class may have been graduated from other colleges. Adding this estimated 160 to the 539 known to have been graduated from the original university makes an estimated total of 699 graduates out of the 1106 freshmen who entered in 1962. This means that 63.2 percent of the original class may have received a bachelor's degree within the seven year period.

Sixteen or 3.5 percent entered professional schools, and three or 0.7 percent were currently enrolled (Spring 1969) at the original institution.

Seventy-seven or 17.0 percent withdrew from training altogether, and three returned questionnaires with information insufficient to allow tabulation.

Of the total group of respondents, two hundred forty-three or 53.5 percent had served or were serving in the Armed Forces and three hundred five or 67.2 percent had been or were employed.

The total number of 1106 entering freshmen who can be accounted for at the end of seven years consists of the following: 539 who were graduated from the original university; 59 drop-outs who reported by questionnaire that they had been graduated from other colleges; 105 drop-outs who reported that they had entered other training institutions of various types; 16 drop-outs who reported that they were enrolled in professional schools; 77 drop-outs who reported that they had discontinued all types of training; and, three who reported that they were still enrolled in the original university. This makes a total of seven hundred ninty-nine or 72.2 percent of the original 1106 freshmen entering this university in the Summer and Fall of 1962 who can be identified individually over a seven-year period.

CHART 100-A

QUESTIONNAIRES SENT AND RETURNED

No. 1962 Freshmen	1106
No. Questionnaires Sent	1086
No. Questionnaires Returned by Alumni	454
No. Questionnaires Returned by Postal Service (unclaimed)	92
Total Questionnaires Returned	546

CHART 100-B

ANALYSIS OF ALUMNI QUESTIONNAIRES

		Number		%
Replies Received (of 1086 sent)			454	41.8*
Graduates: Entering Graduate School		67		14.8
Other Graduates		182		40.1
Total Graduates			249	54.8
Transfers to:	four-year colleges**	79		17.4
	Bible schools	2		0.4
	business schools	4		0.9
	technical schools	11		2.4
	junior colleges	9		2.0
Total transfers			105	23.1
Miscellaneous:	Students entering professional schools	16		3.5
	Currently enrolled	3		0.7
	Withdrawals	77		17.0
	Unable to be tabulated	4		0.9
Total Miscellaneous			100	22.0
Questionnaires returned by Postal Service unclaimed			92	20.3
GRAND TOTAL			546	50.3
***Entered Armed Forces		243		53.5
***Entered Employment		305		67.2
***Deceased:	Graduates	2		
	Withdrawals	2		

*Other percents based on 454.
**59 were graduated from other four-year colleges.
***Includes duplicates from above categories.

SUMMARY

Of 1106 freshmen entering this university in 1962, five hundred thirty-nine or 48.7 percent were graduated in seven years. Five hundred fifty-five or 50.2 percent resigned from college or were dropped for low grades, and twelve (1.1 percent) were eligible to continue after the seventh year.

The summary charts for College Board SAT Verbal and Mathematical scores show, on the whole, a fair to good correlation between the C.E.E.B. SAT Test results and chances of being graduated. The higher the test score, the greater the chances of succeeding at this university. This correlation is particularly high for the School of Industrial Management and Textile Science and for the College of Engineering, but is slight in the College of Arts and Sciences, and on the basis of these data is not discernible in the School of Architecture and the College of Agriculture and Biological Sciences. It is postulated that special aptitudes, or a particular background of experience, may be the controlling factors in the latter two schools. In spite of the overall usefulness of the test, attrition rates remain high and prediction precarious.

The main reason for this poor prediction appears to be that while analysis of the survival group (for the first year) has shown certain positive correlations, the non-survival group may have been ignored as a source of information. At a time when all types of persons are being recruited by colleges, the experiences and personalities of the drop-out group should be studied and weighed more carefully. One should be reminded that factors which correlate negatively with survival are just as important and reliable as are positive factors. It appears then that predicting success is more complicated than the mere identification of desirable aptitudes within young people, but is also a matter of understanding student limitations in such important general areas as verbal reasoning and concept-formation. It is also suggested that more attention be given to the interplay between a person's strengths and weaknesses, as an index of his potential in a given field.

These data suggest that quantitative and structural aptitudes should not be thought of as the sine qua non of engineering requirements, for instance, and that such aptitudes, in whatever quantities present, may not be expected to compensate for a marked lack of aptitude in the verbal area. (The desirablity of balanced scores for marginal students has been demonstrated by the data.)

In addition, these data show that both good and bad things happen to students after the first year of college and further show that these happenings are significantly related to abilities. The charts reveal that while non-surviving first-year students tend to come from the groups scoring low in mathematics, the non-surviving second-year students come about equally from the low mathematical and low verbal groups; and the non-surviving third-year students tend to come from the low verbal groups! The feasibility of offering to low verbal students remedial training before or during the first semester in such verbal-learning areas as visualization, word meaning, word recognition, paragraph comprehension, recall, association, attention, and concentration should be seriously considered.

In public colleges nationwide the four-year attrition rate has been reported as 67 percent,[21] while in this study the four-year attrition rate was a much higher percent (84.5). In the nation as a whole the percent of graduates over a five-year period has been reported as 60.5 percent;[22] in contrast, at this university the graduation rate was found to be only 48.7 percent in seven years.

If success be measured in terms of graduation (without respect for the number of years involved), it becomes apparent that one important factor is the ability to occupy, year after year, the narrow ground between failure and survival. Such survival generally means a G.P.R. sufficient to continue but insufficient to be graduated. It also means in many cases the ability to be readmitted, after being

---

[21] Iffert, op. cit.

[22] Bayer, op. cit.

dropped for low grades. If, however, success is measured in terms of meeting requirements for graduation within the prescribed period of time, then the picture changes. For this much smaller group (15.5 percent) the "mix" of personal and vocational maturity along with satisfactory college aptitude appears controlling. Regardless of the number of years some graduates require, the unnecessary attrition in the higher deciles remains a problem. There were about 200 of these unsuccessful but capable students, representing 36 percent of those who were lost by attrition.

As one reviews the whole study, these needs are revealed:

1. The evaluation of college potential on the basis of a reasonable balance between verbal and mathematical abilities, and a consideration of maturity and emotional stability.
2. The <u>personalization</u> of college training by tailoring academic loads to student potential and by requiring remedial training of those needing it, and by fostering a viable student-faculty communication.
3. The providing of a broad student-personnel program in all areas with early referral and counseling for all students. (Comments on returned questionnaires specify these ideas, also.)

APPENDIX

Please complete questionnaire with specific answers. 131

I. After your withdrawal or graduation from Clemson

A. Did you enter another school, college, or university? Yes_____ No_____

1. If your answer is yes, please give: Name of school and location

Name_____ Location_____

2. Did you receive a degree?_____diploma?_____ Date received:_____

3. If you were graduated, what was your major? Major_____

B. Did you serve in the armed forces? Yes_____ No_____

1. If yes, please indicate branch of service. _____

2. Duties in service: _____

_____

C. Did you enter other agencies of the U. S. or State Government? Please list (such as, Peace Corps, Civil Service job, etc.). _____

_____

_____

D. Did you enter other employment? If so, please give name(s) of employers and types of jobs (such as: General Electric Corp.--Engineer; General Electric Corp.--Typist). _____

_____

_____

_____

_____

II. We would consider valuable any comment on your experience at Clemson University.

_____

_____

_____

_____

_____

_____

_____

_____

132

(If recipient is unable to complete questionnaire, parents will kindly do so.)

BIBLIOGRAPHY

Augustine, Roger D., Persistence and Attrition of Engineering Students, East Lansing, Michigan, August 1966.

Bard, Bernard, "College Students: Why They Drop Out", Education Digest, Vol. XXXIV, No. 7, p. 18, March 1969.

Bayer, Alan E., "The College Drop-Out: Factors Affecting Senior College Completion", Sociology of Education Journal, Summer 1968.

Caskey, O. L., "Freshman Drop-Outs and Returnees, Part I, A Descriptive Study", University Counseling Services Research Report, 1964, No. 364.

Chambers, F. M., "A College Admission Policy to Reduce Attrition", Junior College Journal, 1961, 31, 250-254.

Davis, P. H., "Trustees Take Heed of Attrition", Liberal Education, 1962, 48, 479-486.

Fullmer, D. W., "Success and Perserverance of University Students", Journal of Higher Education, 1956, 27, 445-447.

Harrison, R. W., "Leaving College Because of Emotional Problems", Student Medicine, 1956, 4, (2) 49-60.

Heilburn, A. B., "Prediction of First Year College Drop-Out", Journal of Counseling Psychology, 1962, 9 (1), 58-63.

Iffert, R. E., "Retention and Withdrawal of College Students", Bull. 1958, No. 1, U. S. Office of Education, Washington, D.C.: Government Printing Office, 1958.

Jex, F. B. and Merrill, R. M., "Study in Persistence: Withdrawal and Graduation Rates at University of Utah", Personnel Guidance Journal, 1962, 40, 762-769.

Little, J. K., "Persistence of Academically Talented Youth in University Studied", Educational Research, 1959, 40, 237-241.

Marsh, Lee M., "College Drop-Outs--A Review", Personnel Guidance Journal, 1960, 475-481.

Panos, Robert J. and Astin, Alexander W., "Attrition Among College Students", Report No. ACE-RR -- Vol. 2, No. 4, 1967.

CLEMSON UNIVERSITY

CLEMSON, SOUTH CAROLINA 29631

COUNSELING CENTER

ANNOUNCEMENT

Recent (1969-70) Research Monographs (multilith copies) on college student attrition, graduation, and follow-up (132 pages) and a comparison of College Entrance Examination Board Scholastic Aptitude Test scores with Graduate Record Examination scores (9 pages) may be obtained from the Clemson University Counseling Center, Clemson, South Carolina 29631.

Clip and mail

Director, Clemson University
Counseling Center

I enclose $_____ for items indicated below, including postage. Please send to:

NAME _____

ADDRESS _____

Zip Code

Name	Price Each	No. Copies	Total
"College Students: A Revealing Comprehensive Seven-Year Study of 1106 University Freshmen. Attrition, Graduation, and Follow-Up." (Please include 25¢ postage for each copy.)	$2.00	_____	$_____
"A Study to Determine the Value of the Institutional Graduate Record Examination by a Comparison with College Entrance Examination Board Scholastic Aptitude Test Scores."	$1.00	_____	$_____
		TOTAL	$_____